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HIGHER EDUCATION SUPPLEMENT
200 Gray's Inn Road, London WC1X 9EZ. Telephone 01-837 1234

Self-help is no help

The subject of the third Leverhulme seminar on the future of higher education, change and adaptation, is perhaps the most important but also the most intractable which the two-year programme of study will have to tackle. It is so important because British higher education will have to change more or less if it is to remain a system that is both socially relevant (and so politically supported) and intellectually vital. The sources of external pressure to change and adapt are many and obvious - the cuts in public expenditure; the need for selectivity and specialization that flows from these cuts; the decline in the number of 18-year-olds; the requirement to attract new students who are either "less able" in terms of traditional entry qualifications or less conventional in terms of age, job pattern, and so on, a requirement which flows in its turn from this decline; the knowledge revolution, particularly in its technological aspects; shifts in the structure of occupations with radical implications for demand for new and old forms of higher education. These external factors, and the incessant changes in the scope and structure of academic knowledge, mean that far from slackening the pressure on higher education to change and adapt will be greater than ever over the next 20 years and that the system's ability to adapt quickly and thoroughly enough will be the key to its future health.

The subject is so intractable for two main reasons. The first is the difficulty about agreeing an adequate definition of "change". Here it is important to bear in mind Martin Trow's valuable distinction between the private and the public lives of higher education. In higher education's private life, the advancement and improvement of knowledge through research and teaching, there is little evidence of resistance to change. This disciplinary dynamism is most obvious in the natural sciences - physics in 1961 - but a similarly radical process of change has been at work in the non-science disciplines as well. So a reasonable conclusion might seem to be that higher education's reputation for rigidity and resistance to change is the result of the habits of its public life, the administrative, political, and even social superstructure.

In fact the contrast between academic dynamism and political rigidity that this comparison between the private and the public lives of higher education may encourage is in its turn misleading. First, there are some who argue that higher education even at the basic level of disciplines and departments is a conservative system, that most scholars spend their time, shoring up conventional wisdoms and that it is only a minority of the most outstanding which actually has the intellectual imagination and courage to advance knowledge in any substantial way. This argument with its perhaps naive belief in some heroic myth of how knowledge is advanced is certainly overstated, but it is perhaps a useful corrective to the alternative view of masses of creative and open-minded scholars selflessly and radically questioning the received wisdom of the past. The quality of intellectual life in many disciplines is influenced not just by the pioneers on the advancing frontiers but by the clumps of entrenched and perhaps conservative intellect that exist within them all.

Secondly, this rather optimistic contrast between the private and the public lives of higher education relies on a clear distinction that cannot in practice be made. The social organization of higher education is a reflection of its intellectual organization not an independent phe-

nomenon. So if the former exhibits symptoms of rigidity and conservatism, it is necessary to discover the roots of these characteristics in the latter. At a more mundane level it is obvious that some parts of higher education - the British equivalent of America's research universities - are much more heavily involved in the "private life" of higher education than others - the polytechnics and colleges of higher education - which necessarily and willingly operate more at the level of the system's "public life" in Martin Trow's scheme.

Thirdly, this contrast appears to place too much emphasis on the research and scholarship elements in higher education. Of course, advances in research feed through postgraduate and even finally into the teaching of academic subjects in schools and how intellectual questions are presented to the (educated) public. But this is a long and diluting process, which almost guarantees that all the excitement, all the radicalism, will be found at the research frontier where inevitably only a small number of scholars are engaged and that by the time new theories, facts, preoccupations feed into the rest of higher education they may in turn have ossified into an uninspiring and insipid orthodoxy. So for all these reasons it would be wrong to place too much emphasis, and so too much

Higher education will be forced to change radically over the next 25 years - whatever the direction

hope, on the ability of higher education to change by reference to its obvious intellectual vitality. However, this hardly solves the difficulty about the definition of change. To be achievable change has to be of manageable proportions. There need to be limits. For if the whole system at all levels and in every aspect, political, social, intellectual, if change, as it were, is regarded as indivisible, then it will become impossible to achieve. The only realistic way forward is for the territory of change, in Leverhulme guise, to be confined essentially to higher education as a political system.

Of course, this involves a deliberate simplification of the problem because higher education is first and foremost a system of intellectual production, and also a calculated risk because within this deliberately narrowed limits change can be defined in superficial terms. The content and structure radically but retained the same, it may be regarded as an example of conservative modular degree with rather stale and unexampled material may be seen as both the simplification and the risk will have to be accepted if discussion of the possibility of change in higher education is to be reduced to manageable and so achievable proportions.

Having disposed of - or at any rate discussed - the first reason for change, the second is immediately encountered. Is it even possible to regard change and adaptation as neutral or mechanical processes which are not predetermined by the whole subject simply another aspect of an essentially political

programme for the democratization of higher education?

There is some justification for believing that those who talk about change in higher education are mostly talking about widening access, offering new curricula and courses, engaging higher education more closely with its surrounding community. In short talk of change and adaptation is merely a code for a populist programme for higher education. But it would be wrong to place too much emphasis on this aspect of change. While it may be true that talk of change carries with it vaguely liberal presumptions, it is still clear that higher education will be forced to change radically over the next 25 years whatever direction, liberal or conservative, that change may take. To take two (non-liberal) examples, it is possible that the concentration of resources in centres of excellence foreshadowed in the UGC's present selectivity strategy might be a powerful, even irresistible form of change, and it is equally possible that the next two decades may see an increasingly powerful linkage between the pattern of higher education in Britain and the needs of the industrial economy.

So to talk of change in a relatively neutral even mechanistic fashion is not inappropriate. Practices like tenure, or tutorials, or closely interwoven three-year honours degrees, are going to come under increasing pressure whether future change is in the direction of wider access (the populist route), or of concentration on traditional excellence (the conservative route), or of growing attachment to economic needs (the industrial route).

There are two broad strategies for change in British higher education, the market and the political (leaving aside the very important internally generated processes of change which depend on the advance of knowledge). Which of these strategies is given greater emphasis depends crucially, of course, on the kind of change that is desired. For those who favour the industrial route the obvious, just as those who seek a populist future will tend to favour the political strategy.

Yet too sharp a juxtaposition of market and political routes to change as mutually exclusive alternatives is not particularly helpful. There is certainly room for better reception of market messages in British universities and colleges (and polytechnics to the lesser extent). Equally a political route may involve market techniques, especially in the area of student support. At a more fundamental level a strategy of change which rested on a strong commitment to a plurality of political influences - which is most desirable - would have a great deal in common with a market strategy, especially within the context of an almost wholly public system of higher education any market would be controlled and controlled by political action.

The best way to stimulate change, however, is clearly to accept a stronger political presence in higher education. After all it is as a political system, not as an intellectual system, that higher education seems to be slow to change. So it seems logical to attack what is essentially a socio-political problem by socio-political measures. After all, it is only within the context of closer political involvement that issues like the modification of tenure, the reform of student support, changes in the traditional pattern of undergraduate education, development fund and all the others which are regarded as so central to the process of change can be effectively tackled. On such subjects self-help will be no help at all.

Laurie Taylor



"Ah Semple. Do come in."

"Thank you, Sir."

"Well, what can we do for you? Don't usually see you social chappies on this side of campus."

"No. Although I used to go on when we were still running the degree."

"Joint degree?"

"Yes. You remember the like Social Studies."

"Ah yes. Silly of me. Hark Stud. Jolly good. Pity that had up. But as you know we were finding pretty hard to keep within quota single subject and of course it was case of first things first. What what... what can we do for you this occasion?"

"It's really about your resolution Faculty Board."

"Resolution?"

"Yes. Last term."

"Last term?"

"Yes."

"You've got me there, Semple. What was it all about?"

"I have a copy of it in my fessior."

"Oh jolly good. Well, let's see it."

"This board hereby declares absolute and total and final and irrevocable opposition to every slightest suggestion or mere hint any present member of the student staff should be made redundant as a result of any forthcoming proposal by the UGC. Any attack upon one, even one, member of staff shall be regarded as an attack upon the UGC's strength."

"Oh that resolution."

"You made a most moving speech. Quoted John Donne on freedom."

"Mmm. Well... em... what can I do for you today, Semple?"

"I've been sacked."

"Yecces."

"So naturally I was wondering about your resolution."

"Good thinking. Semple. But I wonder if you have overlooked one small detail. It's difficult to say but I think when we passed that particular motion we had very much at the back of our mind that we would need to take a good hard look at the UGC's reasoning before we got involved in any noble-sounding resolutions."

"But we don't know the reasoning."

"Not in so many words. I have to go along with you there. But coming between the lines, and no offence intended here, they do seem to have backed the strong departments and rather seem, as that chap in THE was arguing, to have done a pretty good job."

"But what about unity?"

"That's a little tricky, I agree. But my own interpretation of the phrase and no-doubt-others-will-have-their-own-views, is that all departments should certainly be united. Very solidly united."

"Solidly united?"

"Yecces. But no so much against the UGC but rather, how shall we say, against the small impotent departments which have been selected for closure. That's at least how I read the situation. Oh, and Semple, one last thing before you go."

"Sir?"

"It was Milton I quoted, John. Not John Donne. Just a moment you understand."

The Times Higher Education Supplement

October 9, 1981 No 466 Price 45p

Charter plan for UGC

A confidential report being studied by Secretary of State for Education Sir Keith Joseph recommends that the University Grants Committee be given a Royal Charter so it can operate on the same times as research councils.

A joint Department of Education and Science/UGC working party proposes that the UGC becomes a legally independent body employing its own staff, but with senior posts filled by civil servants on secondment.

The group was set up to review the UGC position because of three separate developments: the recommendation from the Commons Select Committee on Education that the UGC secretariat be independent of the UGC and recruited from the DES; proposals for a national body in the public sector; and the need to make civil service staff cuts.

The report comes out against two UGC proposals: setting up a limited company, UGC Services Ltd, outside the civil service, or contracting work out commercially for some of its services.

It then considers several ways in which UGC status could change, to enable it to employ its own staff. It could become an unincorporated body but "we would not recommend any official to undertake the present-day responsibilities of employer, nor incur the possibility of litigation in respect of UGC decisions while personally liable - as he would be without incorporation."

Nor should it become a company, as directors would have to be appointed, annual general meetings would have to be held, and the constitution could be changed by internal resolution "and this would seem to be unlikely to be acceptable to government."

Mr Soden said he was supported in his campaign by the Freedom of Information Act and by MP Mr Nicholas Winter, a former sponsor of a private Bill to make student union membership voluntary. He has written to Sir Keith for help.

He said he was prepared to wait five years to do his course, if necessary, and take it all the way up to the court of human rights in Strasbourg.

Manchester, Polytechnic said it could not register any student who did not pay the full £411 fee for the course. "If you want to be registered you must pay the fee," said Mrs Christine Sargent, assistant academic secretary.

Ms Debbie Withall, president of the student union, said Mr Soden was on the wrong track. "The union is not like a trade union. It is a facility like the library which is part of the education package to all students when they join the polytechnic."

Many unions provide excellent facilities, but everyone knows a sizeable amount of their money is spent on political activities. Education is the worst closed shop of all. You just cannot contract out," he said.

Mr Soden, a private fee-paying student has been refused registration at Manchester Polytechnic for a postgraduate diploma course because he deducted £36, his estimate of the student union levy, from his course fees.

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One in five campus jobs to go

by Ngao Crequer and Olga Wojtas

Almost one in five university jobs will disappear over the next three years as a result of cuts in public spending. Academic jobs will go almost as fast as technical, clerical and manual jobs.

Nine universities employing a total of 15,800 have already done tentative sums about the likely impact of the cuts and expect almost 3,000 posts to go. It is too early to say how many will be compulsory redundancies and how many voluntary, early retirement, and other less painful means.

These sums forecast that overall 18.5 per cent of university jobs will go.

At BRADFORD university an

emergency court meeting was told that 180 teaching staff would have to go over the next three years and double that number of non-academic staff, out of an establishment of 1900. The university will decide from which departments the staff will come next term.

A working party plan at SUSSEX revealed that up to 235 jobs would have to be shed, 111 of them academic, from a staff of 1,272. The university estimates a shortfall of £3.74m, some 20 per cent of its expenditure, in 1983/4.

The report of the group to review income and plan expenditure stated that unless cuts were made or income increased, "the university will be insolvent sometime during 1982-3".

At BRISTOL senate was told that

an extra £2m was needed for each of the next two years or 400 jobs would have to be lost, 150 through redundancy. Seventy-nine of them would be academic.

Even with the University Grants Committee's proposed loss of 400 student places by 1983-4 the university's staff-student ratio will worsen over the next two years by 15 per cent "reducing it to the level common in sixth forms of schools," a spokesman said.

A working party report at CITY university has concluded that a reduction of 150 staff was needed, 60 of them from academic staff, at present numbering 314. There are now 552 academic, clerical and technical staff.

It also reported that in the current year the university will not be able

to meet all expenditure and it will have to negotiate a loan to cover deficits. It recommends giving up some of its rented accommodation.

A discussion document produced at LEICESTER university estimates that approximately 120 jobs from all categories will have to be lost by 1984-5.

At HULL head of departments are being circulated with consultative documents with the aim of trying to find ways of reducing expenditure by 20 per cent. The Hull Association of University Teachers estimates that the university would have to find £4-£5m, to pay for the 120-150 academic redundancies.

A spokesman said: "This would exhaust the reserves which the university has built up over the years."

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National body takeover by CNA?

by John O'Leary

Two controversial alternatives to the options for a national body included in the Government's Green Paper will be put to a special meeting of the Council for National Academic Awards next week.

One would involve the formation of regional consortia of polytechnics and colleges to cut down the number of major institutions to be administered by a new organization, while the other would see the CNA taking its role to form the national body itself. The schemes will be among a number under discussion at an all-day meeting to be held on Tuesday.

Both possibilities were raised recently at an exploratory meeting with representatives of the Committee of Directors of Polytechnics. Some support was evident for the formation of consortia which would place polytechnics at the hub of a system of satellite institutions.

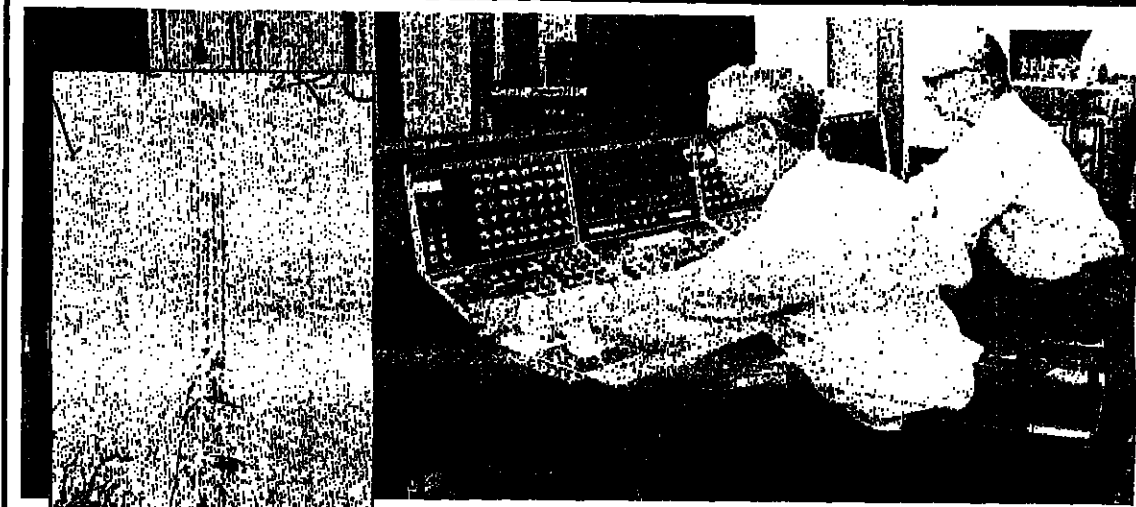
Such proposals would face strong opposition from the colleges and institutes of higher education, whose principals met last week to discuss their reaction to the Green Paper. Their formal response was being drafted this week and is expected to advocate a middle course between the local authorities' and the Department of Education and Science's proposals.

The role of the council in any new arrangements will be the focal point of the debate, with the most radical proposal extending its competence from validation into planning and administration. A milder alternative would be for the CNA to form the academic arm of the new body, giving advice through its subject boards.

The National Union of Students has criticized Government proposals to bring the bulk of public sector higher education under national control as a "step towards a more isolated, elitist, and unpopular system." But in a strong plea for a properly thought-out middle course, its response to the Green Paper says that the counter-proposals from the Council of Local Education Authorities are "simplistic and crude".

The union says the scope of the Green Paper was not wide enough. Representatives of the 27 local authorities have given overwhelming support to the CLEA proposal to leave polytechnics and colleges in their hands. A special meeting held last week decided that the DES plan should be vigorously opposed.

Leader, back page



OU broadcasts switch

The Open University's programme production unit has said a fond farewell to the Alexandra Palace, its home for 12 years, and has moved on to the OU campus at Milton Keynes. This should mean a more convenient working arrangement for Open University and BBC programme makers.

The centre - Europe's biggest purpose-built educational broadcasting complex - cost £3,500,000, paid by the Department of Education and Science. It will feature the most advanced audio-visual techniques available, including video recordings which students will be able to play at home.

One of the innovations the centre will exploit is Cyclops: this OU invention is a television blackboard which links up to ten locations through two way transmissions of pictures and sound. Students will, of course, continue to receive conventionally transmitted programmes.

It took ten years to plan and build the centre, which represents the largest capital project undertaken by the OU's estates division. As well as £3.5m worth of new technical equipment, the centre uses a further £1.5m worth of equipment brought from Alexandra Palace.

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London inquiry to be wound up

Professor Randolph Quirk, the new vice-chancellor of London University, has effectively wound up the committee on academic organization set up by his predecessor, Lord Annan.

In a letter to Sir Peter Swinnerton-Dyer, its chairman, he has asked the committee to produce a third and final discussion document by December on the university's central activities, including the research and teaching institutes, the students union, the library, student accommodation, the careers service, Senate House and other services.

But he has said he does not "think it any longer appropriate that they should attempt the virtually impossible of writing a final report with a full set of recommendations arising from your inquiries."

He makes it clear that circumstances have completely overtaken the committee's work and that he has now set up new machinery to look over the immediate situation.

Socialist academics launch campaign

by David Jobbins

A radical new campaign to defend and ultimately change the course of higher education is to be launched next month by a group of Labour Party academics and politicians.

Its aim is to bring together socialists on both sides of the binary line to fight the cuts and formulate the sort of policies a future Labour government should implement.

The initiative came from Mr Philip Whitehead, Labour MP for Derby North and Mr Michael Rustin, head of the sociology department at North East London Polytechnic.

A preliminary meeting was held at the House of Commons late last month. While many of the people attending were eminent social scientists, it was stressed that this was accidental and that the intention is that all disciplines and all levels of work should be involved.

Among those attending were Professor Royden Harrison, professor of social history at Warwick University; Professor Margaret Stacey, head of sociology at Warwick; Professor Robert Moore, head of sociology at Aberdeen; and Mr Christopher Price, Labour MP for Lewisham West.

While differences of emphasis

emerged during the discussions, it was agreed that a conference should be held at the University of Aston late next month. They recognized that the trade unions had a role in defending jobs but argued that some form of political intervention was also needed.

The lines along which the campaign will develop were openly hinted at by Mr Whitehead, a Commons spokesman on higher education, at fringe meetings during the Labour Party conference in Brighton.

He and shadow education Secretary Mr Neil Kinnock both argued that higher education should adopt a much more open and responsive attitude to the community if it was to merit the support of the Labour movement.

The group is seeking to develop a coherent policy recognizing the relationship of higher education to both secondary and further education. Those taking part expect the policy to be sufficiently radical to upset more conservative elements particularly in the universities.

The steering committee for the group, chaired for the meantime by Mr Rustin, is to meet at Sheffield early next month.

Two-pronged attack on lack of places for young people

by Patricia Santinelli and David Jobbins

New pressure will be placed on local authorities to provide further education for all young people on demand as a result of two campaigns launched this week.

The first is being mounted by the Advisory Centre for Education which claims that local authorities throughout the country are breaking the law clearly stated under Section 8(b) and Section 41 of the Education Act 1944. This lays a duty on authorities to provide full time education either in school or adequate facilities for further education.

ACE is advising all students who have been refused a place at either school or college, to make a formal written request to their L.E.A. for continuing education, then to make a formal complaint to the Secretary of State for Education asking him to use his powers under Section 68 and 99 of the 1944 Act to direct L.E.A.s to fulfill their obligations.

Organized pressure at local level will encourage the L.E.A. to make good deficiencies in provision for this age group, says ACE.

There are two possible interpretations of the relevant sections in the Act but neither has been tested in court. The Department of Education and Science holds the view that authorities have to secure provision either in school or college for all of the age group, but not necessarily in whichever the individual prefers.

The other view is that Section 8 obliges an L.E.A. to secure sufficient provision only in schools for all who have not reached their nineteenth birthday and seek continuing education.

tion and would therefore not be breaking the law by not offering these students a place in further education.

Where the question of choice does not arise, as in areas where 16-year-olds move on either to tertiary colleges or sixth form colleges, then ACE argues the authority must operate an open access policy.

Meanwhile the college lecturers union, this week issued a warning against diluting the duty on local authorities to provide further education for the post-19 age group.

The National Association of Teachers in Further and Higher Education fears that the Government may take advantage of the need to provide a new legal basis for further education to give local authorities a chance to escape the duty if they have resource problems.

It is essential if the duty is qualified in this way... to build in safeguards to make sure local authorities cannot get away with providing either a token service or no service at all, says Natfhe.

Natfhe says in its response to the review document *The Legal Basis of Further Education*: "The association is deeply concerned at the possible effects of any downgrading of the legal requirement on local authorities from a duty to a power."

Any proposal to reduce local authorities' legal obligations is totally rejected by the National Institute of Adult Education. It says in its response to the review that to change such responsibility to "merely powers" would be a marked retreat and would be entirely inadequate for the present needs and further development of the service.

Eysenck lecture provokes unrest

by Gareth Huw Davies

Leeds students have expressed strong disapproval over a lecture at the city's polytechnic next week by psychiatrist Professor Hans Eysenck, who has controversial opinions on race.

A general meeting of the polytechnic's student union, at which activists are expected to call for some kind of action is scheduled immediately before Professor Eysenck's Thursday lecture.

The time and place of the lecture was made public by the student union after its organizers, the faculty of psychology, tried to keep it secret. "We have been trying to avoid the problem where people come into the meeting from outside the area," said Mr Gerry Wood, senior lecturer in

the faculty.

Student union president, Sean Morris, said the executive was not planning any disruption. "It is up to our members to decide what to do. We expect union activists to call for some kind of action," he said.

Professor Eysenck of the Institute of Psychiatry in London offered a choice of three subjects. The faculty accepted a talk on "personality". Professor Eysenck is one of two publicist authorities on the subject - the other, Raymond Cattell, lives in America.

In a statement, the students' union executive said: "While we are believers in the freedom of speech and don't believe in inhibiting speakers from attending academic institutions, we regret that Professor Eysenck has been invited."

"Leeds Polytechnic is a multi-racial institution in which thousands of students live and work happily together. We believe the professor's views on intelligence and race will not help the good relations at the polytechnic."

Mr Morris said that no member of the executive had heard the professor speak.

Mr Wood said he believed the executive were under pressure from "a small number of activists" when they made their statement. He thought opposition to Professor Eysenck was based on media reports.

"While I don't agree with some of the things he has written, I think he should be able to discuss his findings in a free and open manner," said Mr Wood.

Scottish heritage 'in danger'

by Olga Wojtas

Scottish Correspondent

Recommendations to Mr George Younger the Scottish Secretary, that a Museum of Scotland should be established have met a lukewarm response.

The Committee on the National Museums and Galleries in Scotland, set up by Mr Younger two years ago and chaired by Dr Alwyn Williams, recommended that the present National Museum of Antiquities in Edinburgh should be replaced by a wider in scope.

The committee also recommends that a Museum of Industry be established in the west of Scotland, "the cradle of so many industrial innovations and for so long a

prime heavy engineering centre of the world."

"To fall short of this support will put a heritage in jeopardy and limit the respect and gratitude of future generations," the report concludes. But Mr Younger has said he is not sure when it might be possible to carry out such developments at a time when the primary aim is cutting public expenditure.

However, the committee's report points out that it has been written at a time of financial stringency and its recommendations are consequently restrained, indicating the minimum support necessary.

Dr Williams said the capital expenditure the committee proposed for the next 25 years was less than was being spent at present on national museums in London.

News in brief

Technicians fight the cuts

Leaders of the university technicians' union are to seek agreement with the campus unions on the possibility of industrial action against the cuts.

The university technicians' union, the Association of Technical, Managerial and Supervisory Staffs is also to stage early retirement schemes for its staff.

"One man's early retirement is someone else's compulsory redundancy," UTMAS secretary Maurice Godfrey said.

After a meeting with technicians' representatives from the seven best-practised universities, the committee called on ASTMS members to support the November 18 lobby in Parliament.

Fees prize

Some 500 Overseas Research Students (ORS) awards will be offered to overseas postgraduate students of outstanding merit and research potential next year, the Committee Vice-Chancellor and Principals announced. Each award will make the difference between the tuition and the full-cost fee. Those who must be overseas graduate students who in 1982-3, are commencing a continuing full-time study in a listed research students and who have an award.

Under review

London University has set up a subject area review committee to review engineering under the chairmanship of Sir Robert Claydon, technical director, GEC Ltd. London has also established similar committees in physical sciences, biological sciences, languages and social studies.

Early bookworms

Early-morning commuters on the trains between Edinburgh and Glasgow will now be able to spend 45-minute journey studying fast conversation, electronics, book gardening and shorthand on the subjects if there is sufficient demand. The service will be the first of its kind in Scotland and volunteer tutors have already been recruited.

Royal ten

Ten travel awards of £10,000 each are being offered by the British Council to people between the ages of 18 and 25 in order to commemorate this summer's Royal Wedding. Recipients of the awards, which have been approved by the Prince of Wales, will be able to visit another country to study an aspect of its culture and civilization in order to further its relationship with Britain.

Togetherness

A new book, *Working Together: Partnership in Local Social Services*, has just been published jointly by the Association of Metropolitan Authorities, the Association of County Councils, and the National Council for Voluntary Organizations. It offers guidelines to voluntary bodies looking for suggestions on the training of social workers. It is published by Bedford Square Press, £1.95 from bookshops.

Decision day for new SSRC

by Paul Flather

The Social Science Research Council with three new faces meets today to thrash out some of the detail of its major restructuring programme with ill-will still among the academics.

Official letters to the new council members were sent out by the Secretary of State for Education only on Tuesday, well after the expected deadline.

The delay was the result of the recent Cabinet reshuffle, but it also reflects Sir Keith's wish to brief himself about the SSRC following the row over the non-reappointment of Professor A. H. Halsey, professor of social and administrative studies at Oxford.

Professor Halsey was a leading opponent of the reforms which created six "problem" committees to replace the 15 subject committees. His place goes to Mr Neville Johnson, also a fellow of Nuffield College, something of a conservative.

Meanwhile Professor Ernest Gellner, professor of philosophy at LSE, who has just returned from Italy and sits on the council, said he felt the reforms were a mistake and if they did not work they should be reversed.

"The dangers are that academics will have to decide on matters outside their specialist field. It was more a vote of confidence in the SSRC leadership than this is best system available at present."

Another senior social science critic suggested perhaps it would be better if research was in future funded directly by the Government than a "managed" SSRC.

Longer term compensation is not yet part of the lecturers' claim but could be introduced if union leaders' worst fears about the levels of redundancy are confirmed.

Talks between officials are to continue and both sides are expected to return to the issue early next month.

Extra redundancy opposed

Local education authority leaders are resisting claims by college lecturers for better compensation for redundancy.

They believe that lecturers should not be treated differently from other local authority workers, and that some aspects of the claim, including the possibility of compensation for staff retiring as early as 40, could be outside its power.

There was some progress during talks early this week on better compensation procedures. But union leaders regard the two questions as inextricably linked and fear that existing arrangements are inadequate to deal with the threat of compulsory redundancies among lecturers over 50 who may have difficulty in finding

new jobs.

"The state scheme is conceived in terms of lump sum compensation meant to tide someone over a relatively short period between jobs. For people of 40 to 50 the chances of getting another job quickly are remote and there is a need for a larger lump sum and longer term compensation," said Mr Derek Weitzell, negotiating secretary of the National Association of Teachers in Further and Higher Education.

He said that proposals for "staff severance according to programme need" by the end of the present academic year reflected a misjudgment of the politics of institutions survival. His faculty had been proposed for a cut in staff more than 50 per cent in advance of any careful evaluation of its programme.

Scotland's cuts announced so far are at GLASGOW and ABERDEEN, which are to axe 431 and 343 jobs respectively.

In a special issue of Glasgow's news letter, principal Alwyn Williams has said that while the proposed economies will have a devastating effect on teaching, research and general maintenance, it would be irresponsible not to put every conceivable economy into train immediately.

He adds that these economies are "hopelessly inadequate", but that had the university not begun its reductions in 1980, the present proposal of losing 431 jobs over the next three years would have increased by more than 100.

Glasgow will lose 154 academic posts and Aberdeen 112 and possibly more. Aberdeen's planning committee proposes the closure of the logic, developmental biology and history and philosophy of science departments, and it is likely that social work, Italian and Spanish are also under threat.

STIRLING university, which faces a budget cut of 26 per cent, is to lose 63 academic posts and more than 100 non-academic posts.

ST ANDREWS is to lose 50 academic posts, 15 per cent of the academic staff, and it is likely that around the same proportion of non-academic posts will be axed.

It now seems certain that there will be compulsory redundancies at DUNDEE, despite principal Adam Neville's original confidence that Dundee was relatively unaffected by the cuts. In a letter this week to heads of department, he says that firm responses to voluntary redundancy requests have been disappointingly few.

And internal document at HERIOT-WATT indicates that compulsory redundancies will be unavoidable.

The two other new faces are Mr Maurice Shock, vice-chancellor of Leicester University, and Professor J. G. Edwards, professor of addiction behaviour at the Institute of Psychiatry, London University.

Reappointed are Mr W. B. Utting, chief social work officer of the department of health and social security, and Professor Michael Wise, professor of geography at the London School of Economics, a key supporter of the reforms, who unusually is serving a third term of one more year.

The council will discuss how to appoint the semi-permanent referees who will from next summer play a key role in evaluating research. Final decisions will emerge after the period of open consultation ends on November 20.

They also believe that planned legislation to curb the power of local authorities to fix rates will hit public sector higher education particularly hard. Last year local authorities spent £30m on advanced further education over and above their pool contributions. Many were high-spending city councils who were prepared to bail out their polytechnics and colleges to safeguard educational provision and help to avoid redundancies.

Now, Natfhe leaders believe, it



Out of sight, out of mind

The theft of a collection of rare antiquarian books on science and mathematics from University College, London, has caused alarm in academic libraries.

More than 200 books, valued at £1,300, were stolen over the summer vacation and Mr John Papanastasiou, an economics student accused of the crime, is facing extradition proceedings in New York. Four books, including a 1638 edition of Galileo's *Discorsi*, have been recovered and police believe the remainder of the collection is still in Britain.

Police were alerted three weeks ago when a man tried to sell some of the books to a West End book dealer. The University College library stamp in each had been bleached out.

Miller joins the SDP

Dr Terence Miller scoured of left wing students and Marxist lecturers during his nine years as principal of the Polytechnic of North London, appeared in a new guise this week as one of the early speakers in the Perth conference of the Social Democratic Party.

Dr Miller, who retired from the directorship last year, spoke in the debate on decentralization of government to sound a note of caution. "The planning of higher education cannot be done on a local basis," he said. (Ian Bradley of *The Times*)

Surprise candidate for NELP post

A surprise candidate has emerged among the five front runners for the job of director of North East London Polytechnic.

He is Dr Donald Walwyn-James, who was last year appointed to run the merged old and new universities of Malta as part of Prime Minister Mr Dom Mintoff's reorganization of higher education.

Also on the shortlist are former Labour education minister Mr George Fowler, currently deputy director of Preston Polytechnic; Mr Neil Merritt, principal of Ealing College of Higher Education; Mr John McKenzie, principal of Ilkley College, Yorkshire; and Mr Colin Miller, assistant director and chief administrative officer of NELP.

Natfhe resists plans to curb local controls

by David Jobbins

The college lecturers' union is considering spending up to £100,000 on a campaign to defend further and higher education against what it regards as a Government attempt to erode local democracy.

The decision to launch the campaign was taken by leaders of the National Association of Teachers in Further and Higher Education last weekend. They fear that polytechnics will be hard hit by the size and distribution of this year's advanced further education pool.

They also believe that planned legislation to curb the power of local authorities to fix rates will hit public sector higher education particularly hard. Last year local authorities spent £30m on advanced further education over and above their pool contributions. Many were high-spending city councils who were prepared to bail out their polytechnics and colleges to safeguard educational provision and help to avoid redundancies.

Now, Natfhe leaders believe, it

will be authorities like these who will be at the forefront of Environment Secretary Mr Michael Heseltine's efforts to cut local government spending.

"Unless we win this one, I fear that we will lose between 4,000 and 6,000 jobs," a member of the Natfhe executive said.

The Government aims to have its controls in operation by April, so the timescale for the campaign is necessarily compressed. Natfhe is going to find itself working with some unaccustomed allies. This week the Association of County Councils also decided to fight the legislation.

The union believes the threat is not limited to advanced further education but will affect further education and all its other range of interests.

Natfhe treasurer Mr Bill Easton is examining how best the money should be spent. Options include employing professional campaign organisers but a major call is likely to be financing of industrial action at crunch-points in the service.

Merger proposals go back to the drawing board

by Patricia Santinelli

A merger plan for Bradford and Ilkley colleges has been shelved pending the results of a Bradford City Council inquiry into the future provision of higher education.

Strong doubts about the value of a merger were expressed by the chief executive of the council at a meeting of the further education sub-committee last week.

The working party which proposed the merger consisted of the two principals of the colleges, the director of the council's educational services and a National Association for Teachers in Further and Higher Education representative. They had only concentrated on one option, and had not had any input from the legal, personnel and financial departments of the council as originally intended.

The options for consideration originally set out by the council were either to make no alteration or to discontinue provision. The other alternative was the merger of Ilkley and Bradford colleges into an enlarged Bradford college.

A new working party, including members of the original, has been set up under the charge of Mr

Gordon Moore the chief executive to re-examine all options. But it now includes an extra five members consisting of the principal further education officer, the county's personnel officer, the assistant director of finance, the city's solicitor and the economics development coordinator.

Mr Moore said that with hindsight it was felt that the whole thing could have been dealt with better, that reporting procedures could have been improved and a much better use of the council's resources could have been made. He did not rule out the eventual possibility of the merger following his report due out at the end of the month.

The matter has been further complicated by Mr Eric Robinson, principal of Bradford College who has threatened legal action. It is not known whether Mr Robinson will take any part in the new working party as he did not attend the first meeting this week.

The decision to re-examine all the options has however been welcomed in some quarters. Mr Neville Cox, the Natfhe representative said he was delighted a new committee had been set up.

Bradford 'better off before'

Bradford University is going £10,000 deeper into debt each working day and like Salford University would have been better off remaining a College of Advanced Technology, Professor John West, the Bradford vice-chancellor told a fringe meeting of the Social Democratic Party conference in Bradford this week.

"I am now running a university where every working day I get £10,000 deeper into the red," said Professor West. "I am told on July 2 that I must save £2.5m in the year starting on October 1. If I were managing a sausage factory, I would already have had to sack 100 people. But I have 8,400 students on my books on four-year courses. Am I to send some of them away because there are no lecturers to teach them? And I can't sack lecturers anyway because of tenure."

He accused the government of "totally abdicating" from any form of helping the universities with the cost of redundancies. The universities had to find the money out of their own funds. "I'm really spending £20,000 a day just trying to get people away," funds. (TES)

MPs encourage mature doctors

Medical schools should drop their insistence that mature students who want to train as doctors should have high A level grades, according to the House of Commons social services select committee.

The MPs, in their report on medical education published this week, say that more students - especially over 40 - should be accepted.

Qualified nurses and social workers are especially mentioned.

But the committee also calls for the balance between doctors and consultants to be radically changed, with an immediate freeze on appointments to the top junior hospital grade and a reduction in hours worked by junior doctors.

Strategy 'will not emerge from DES'

by Ngaio Crequer

A small review board should be set up to make urgent, fundamental and strong recommendations about the future of higher and further education, MP Robert Rhodes James said last week.

Mr James, MP for Cambridge and Conservative Party liaison officer for higher and further education, was speaking at the annual Regional Council of Women of Great Britain at Watford.

"What is needed is a new, cold, and clear-eyed look at the whole of higher and further education as part of the educational system and our national requirements. What we need is a strategy, and it is not going to emerge from the Department of

Education and Science, and certainly not from the Treasury or from Parliament," he said.

He had his reservations about the details of recent cost-cutting recommendations of the University Grants Committee, but he supported the general shift of resources from arts to the natural sciences, engineering and medicine.

"I am bound to say that if I had been in a similar position I would have been much more radical. But I should have done so from my own knowledge as a former senior member of the profession and, I admit, prejudices, rather than from a solid base of detailed information," said Mr James.

He lamented loss of the UGC's quinquennial review of universities.

"The only serious qualitative, objective, and non-political assessment available to Government and to the profession. To throw all that away was an act of deep disservice to higher education."

Higher Education needed urgent review. Many people considered their sector was sacrosanct and needed no justification. But there was enormous disparities in quality between and within institutions. "We have people in senior positions in the new universities who were appointed in the headlong rush of their too-hurried creation in the 1960s who were, to be blunt, the rejects."

"Today, young people of real ability entering the profession and very few even have that opportunity -

find their way blocked by people far inferior to them in ability and knowledge."

"Students become restive or disillusioned. Head teachers and principals take increasing care to avoid such institutions for their outstanding pupils, with the result that the gifted congregate in certain universities, while others gratefully receive what they can get," he said.

Nor was the malaise limited to the new universities. "We have institutions still living on reputations gained many years ago, and now fading in enterprise and quality, just as we have individuals in senior academic positions with lifelong tenure whose future is far behind them," said Mr James.

Natfhe hits out at sex bias

by David Jobbins

While women college lecturers are more likely to join a trade union than their male colleagues only a tiny fraction go on to hold office or attend annual conference, according to figures published today.

Of the 54 National Association of Teachers in Further and Higher Education regional officers, only one is a woman. Women form only 15 per cent of conference delegates, 16 per cent of the national executive, and 14 per cent of branch secretaries, according to the figures compiled by Natfhe.

"The overall picture is very depressing, especially for a union that has a reputation for relatively progressive policies on women's rights," a Natfhe leaflet says.

The number of women working in further education has increased by 91 per cent since 1974 but Natfhe complains that this has not been reflected in the higher salary bands.

In 1974 men outnumbered women in the profession by four to one. But women tend to join Natfhe at a slightly higher rate - 23 per cent of the union's members are female.

Natfhe admits: "It might be thought we need to recognize the hypocrisy of chastising employers for failing to treat women equally when the system of recruitment to office in the union represents one of considerable disadvantage for our women members."

The leaflet calls for branches and liaison committees to approach women to consider standing as local officers, and suggests regular discussions on proportional representation on all the union's decision-making bodies.

Ms Tricia Leman, chairman of Natfhe's women's rights standing panel (79 per cent female membership) said: "Women are active on women's rights issues but this should be seen as the only avenue of involvement for women. They are reluctant to come forward because of lack of support facilities, lack of confidence and training, and a lack of positive encouragements."

Natfhe's own figures show that while its major national committees on higher and further education, and salaries are largely male, the proportion of membership on the adult education and research staff committees, but never more than 30 per cent.

Out of a total membership of 32,000, the Association of University Teachers estimates that 15 per cent are women.

Breaking Down the Barriers, published by Natfhe, Hamilton House, Mableton Place, London WC1H 9BH.

Mrs Lilian Geach

We have been asked to point out that Mrs Lilian Geach remains head of the department of business studies at the Polytechnic of the South Bank, although she has been on leave of absence since January 29 and the department has been subsequently affected, but not disbanded, by a reorganization of the faculty of administrative studies at the polytechnic.

New minister makes plea

Unemployment and recent unrest among people made it paramount that they should be involved in decision-making, Mr William Shelton, junior minister at the Department of Education and Science, said this week.

Mr Shelton, who is responsible for science and youth, was speaking in London at the launch of a National Council for Voluntary Youth Services' resource pack on youth participation.

The pack has three major components, one dealing with the theory of participation, the second comprising some 30 case histories and the third a training scheme.

Dr Fred Milson, chairman of NCVYS, stressed that the most important point about the kit was that it aimed to enhance the participation of young people in society and in their own lives. He said it was vital to have a Minister for Youth who was interested and prepared to fight for the service.

Mr Shelton told an earlier conference the Government was considering an Educational Credit Information Service to help increase academic exchanges in Europe.

NUS may recruit in schools

The National Union of Students is to open talks with teacher unions on its plan to open its membership to sixth-formers.

The move, from the union executive, needs a rule change which will be put to the NUS conference in December.

Recruiting among sixth-formers in colleges and schools will add a potential 260,000 to NUS' existing 1.2 million membership.

Sixth-form colleges, with 45,000 students would affiliate to NUS in the same way as student bodies in colleges and universities. "We have had a number of inquiries already," a NUS spokesman said.

Organization urgent says top DES man

by Gareth Huw Davies

The Department of Education and Science's top civil servant, in a rare public statement, has said that Britain lacks the organization to make the fullest use of the resources available to higher and further education.

Sir James Hamilton, permanent secretary to the DES in his paper *Whither Further Education and Higher Education?* poses the question: "Are we organized at college, local government, regional and central government level to make best use of the resources available to us?" He gives a firm response: "No, we are not."

This is the key point in a wide-ranging analysis of current problems in the direction of progress of higher and further education. The paper, published this week, was delivered earlier this year at a conference at Coombe Lodge Further Education Staff College.

Sir James exposes "a bewildering array" of problems in the maintained sector. A major one is the inavailability of resources in the two sectors are not going to increase.

A second is "an extraordinarily difficult" demographic problem in the years to come. Sir James believes this will be brought about by a rapid increase in the number of young people available for HE and training over the next two or three years, followed by a period of decrease in numbers, and in six or seven years time, a rapid decrease.

Among the questions these problems raise, writes Sir James, are: How do we distribute limited resources between the various sectors? Is the present distribution best suited to our national needs?

He writes: "Even if we are able to move to a better distribution, are there not considerable opportunities for improvements in the effectiveness of the post-school sector? Can we afford the enormously wide variety of institutions and qualifications we have at present?"

Sir James expresses misgivings on the effectiveness of non-advanced FE. "When I looked at this sector

I was faced with a phenomenon which appeared to have little or no structure, a bewildering array of standards and qualifications, and a range of customers that appeared to defeat any rational form of categorization."

"It is clear beyond doubt that there is no national or regional grand design, and I suspect that in many parts of the country there is very little in the way of a local grand design."

Recent information indicated that the NAFE student numbers were not expanding "as we might hope" in some critically important subjects like engineering "perhaps a shrewd judgment by entrants of the nature of our present economic predicament." Sir James says he deprecates the decline in part-time student numbers.

On provision for the 16-19 age group Sir James says there is a continuing need for an improved contact and understanding between educational interests and industry.

Sir James said the Government was looking for "a balance of provision corresponding to the demands which, as a country, we are likely to put on the students in their subsequent working lives."

"As for the institutions, the Government is looking for educational and managerial maturity, with due weight accorded to the needs of excellence, efficiency, innovation and responsiveness."

He writes of the need for greater binary cooperation. He says there has always been some inter-change at local and regional level, but virtually none at national level except at the DES. "Much greater cooperation will be needed if limited resources are to be used efficiently and commercially."

In this regard Sir James commends the recent initiative of the University Grants Committee, the Council of Local Authorities and the DES, to set up working groups on unit costs, student numbers and teacher training, calling it "an important landmark."

Delay in grants denied

Claims by Scotland's National Union of Students that thousands of students will begin the coming session with no grants have been denied by the Scottish Education Department.

Around 55,000 students who receive awards from the department would start the term under an emergency payments scheme set up after the civil servants strike resulted in delays in assessing awards, said the NUS.

"From the few colleges which have already returned, NUS (Scotland) has heard that hundreds of students are starting with no emergency payment, so no letters confirming they will receive an award," says a union spokesman.

But a department spokesman said the only students who might suffer

financial hardship were those who had applied for a grant only within the last five weeks, and that immediate help would be given in cases of serious hardship.

The department had received 61,000 grant applications, he said. "We fully expect that by the second week in October half would have received the emergency payment, and half their proper payment. Some students have never received an acknowledgement of their application form as we abandoned that idea when we had such a backlog of applications to process."

NUS (Scotland) has advised students to budget carefully as their second and third term grants may be adjusted if the emergency sum of £410 has been an overpayment.

Training cash urgent

An injection of Government funds must be an urgent priority if a new national system of education and training is ever to be created, the Inner London Education Authority said this week.

In its response to the Manpower Services Commission's consultative document *The New Training Initiative*, the IEA argues that core funding will not be forthcoming from employers in the present economic climate.

"We regard it as both inevitable and desirable, if the new system is to be successful, that the major contribution, at least initially, should be the Government," the authority says.

It stresses that the creation of a new training system and improvement of training generally can only be justified if the Government is prepared to make an equal commitment to the provision of "proper" jobs.

Other urgent priorities include the three major objectives outlined by legislation.

"This would include a statutory duty on employers to provide adequate vocational preparation."

The authority also calls for a national body to regulate standards of skills and knowledge. This body should comprise representatives of Government, employers, trade unions and the education service as well as regional and specialist businesses.

IEA thinks that there will also be a need for separate local machinery which should include full representation from the education service. A large authority such as IEA would require a "board" specific to its area.

Any concerted effort to bring vocational preparation, training and education together will require an early review of the functions of the Departments of Education and Employment, says IEA.

It also argues that a new system will demand the establishment of a clear payment structure for trainees.

Sir Rex urges support for UGC

by Paul Flather

Academics should give the University Grants Committee all the help they can and support its authority especially in times of adversity like the present, Sir Rex Richards, the retiring vice-chancellor of Oxford University urged last week.

Sir Rex strongly defended the role of the UGC in his valedictory oration at a ceremony to install his successor, Mr Geoffrey Warnock, principal of Hertford College. Sir Rex retires after four years.

He said the UGC must have had many agonized meetings to weigh up the numerous factors involved before reaching its final decisions. It was a remarkable achievement completed in an impossibly short time.

It was not for Oxford, which had

come off relatively well from the cuts, to comment adversely on those who had criticized the UGC because they had been severely affected, he said.

"But I have to say that the UGC, an institution widely envied internationally, has made immeasurable contributions to the integrity and independence of the universities in this country, and it seems to me to be very important to give the committee all the help we can and do everything possible to support its authority, especially in times of adversity."

"I very much doubt whether any alternative system would prove to be better," he added.

Oxford expected a budget shortfall of £1.5m or about three per cent over the coming academic year, rising to £2.5m (5 per cent) in 1982-83.

and £3.5m (7 per cent.) in 1983-84.

He said it was clear that severe economies would have to be made and hard decisions taken requiring much forbearance and understanding from all concerned. But academic work had not been too seriously affected.

The future looked bleak with the Government trying to take resources from universities too quickly, said Sir Rex. The greatest danger could be a loss of morale in universities leading to a "brain drain" abroad.

"Such movement may easily be made by the best people in the international university world; and the loss of only a few more of them could be a grave disaster for the universities and the country," he said.

Old lecturers come in for attack

by Ngaio Crequer

A severe attack on tenure, which produced aging lecturers repeating aging lectures, was made last week by Sir Peter Swinnerton-Dyer, the retiring vice-chancellor of Cambridge University.

He said that as some academics got older they dropped administration, but did not return to research and put less effort into teaching every year.

"Some of them appear less and less often in lecture room and laboratory; others merely repeat the same aging lectures from the same aging lecture notes. Here, as in every university, there are academics who draw a full day's pay for half a day's work; and it is tenure that protects this state of affairs."

Sir Peter who is 54 was speaking at the installation of his successor Professor F. H. Hinsley, professor of history of international relations at Cambridge.

Those who defended tenure had two difficulties: the inadequacy of evidence and the problem of aging staff. Tenure decisions were taken within two years of first appointment.

"To be able to assess, on at most two years' evidence, that someone deserves to be employed in an exacting job for the next 40 years in absolute security, would be remarkable; and it is no wonder that some of the decisions have turned out differently," said Sir Peter.

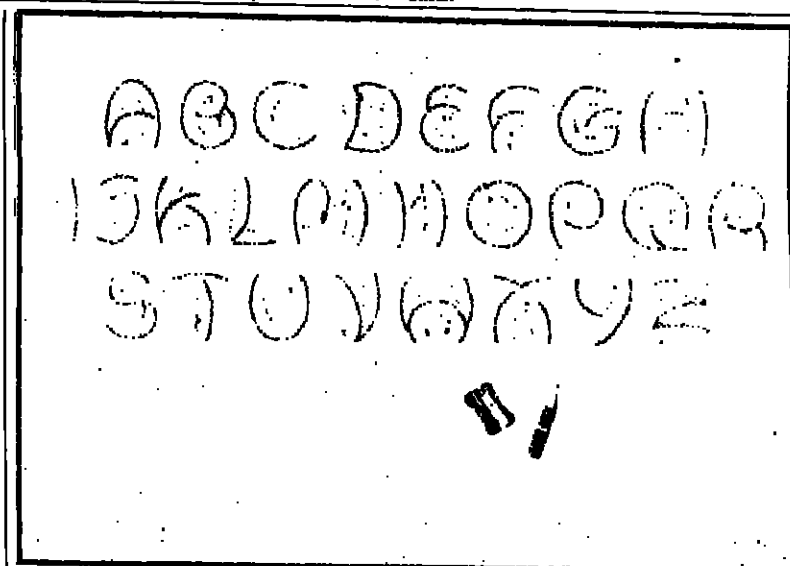
It was foolish for universities to react to external pressures as little and as late as possible. They would have to cut things which were good to preserve the excellent. Cambridge, with declining resources, would have to accept a decrease in a range of interests, to avoid a decline in its standing. It had already gone too far down the road of shifting resources towards teaching and away from research, he said.

There was a deeper reason to the cuts than the present economic crisis: "The troubles at the end of the 1960s 'led ordinary people to doubt whether all those who were getting a university education deserved it or gained from it; and the support which all too many academics gave to rioting and disruption undermined the respect which universities had previously enjoyed."

It led to questions about the way universities were organized. Universities had brusquely rejected Mrs Shirley Williams' 13 points. "It has left the widespread view, both in Westminster and Whitehall, that the university system is not to be moved by reasoned argument, and that British universities are as wastefully organized and as feather-bedded as British Rail or British Steel," said Sir Peter.

"Some more recent events - the rejection of the Atkinson Report on Russian Studies, for example - have reinforced that view. The money at stake in the Atkinson proposals, it is true, was trivial. But the report was seen as a symbol; and the way in which it was treated may have cost us dear."

Sir Peter said that Cambridge would need to shed some 70 or 80 posts.



Royal College of Art student Stirling Clark won the second Williams Lea Group Award for the most promising designer in the college for his 'Pencil Sharpening Alphabet.' Work by the RCA's graphic design students will be on display in the company's boardroom until the end of the year.

Students launch apolitical alternative to NUS

by David Jobbins

An apolitical alternative to the National Union of Students was launched in London this week.

Its organizers claim the Independent Students Association will end the "closed-shop" of what they see as an undemocratic and politically-oriented National Union of Students. ISA expects from its preliminary canvassing, that it will be able to recruit more than 5,000 members by the end of November - NUS has 1.25 million members.

Mr Roman Scuplak, a leading light in the Federation of Conservative Students and past-treasurer of Kings College, London which disaffiliated from the NUS in 1980 is funding the association with a £300 bank loan.

Mr Alex Warren, a member of the Social Democratic Party and president of the secessionist Dundee University Students Association, said: "We have come to the conclusion that any further attempt at reform of NUS would be pointless and that a new organization is necessary to represent the student view point."

The important distinction on which its leaders will base their anti-NUS campaign is that membership of ISA will be voluntary.

"ISA does not claim to represent all students. It will represent its members but will do so without the hindrances of party politics and extremism," Mr Wallace said.

NUT urged to join ACSET

The National Union of Teachers is under growing pressure from its members to call off its boycott of the Government's advisory committee on the supply and education of teachers.

When the committee was reconstituted a year ago the NUT refused to accept the two seats it was offered on the grounds that they were insufficient for a union with 250,000 members. The committee has made important recommendations on scaling down the teacher training system without any NUT representation at its meetings.

The union's advisory committee on

Major issues will be put to referenda and by December its leaders - from the mainstream of British politics - expect the new organization to be more representative of student opinion than NUS.

"The Government will soon see us as the true viewpoint of students rather than NUS," Mr Wallace said.

ISA has no membership fee for its first year and hopes that students will not get involved in "peripheral" political questions such as H-Blocks, nuclear disarmament and abortion.

Block membership is out, but its leaders are anxious to distance themselves from what they accept is the inevitable criticism of being a front for the Federation of Conservative Students, which at its last conference voted for non-compulsory student union membership.

An NUS spokesman said that the union was in a stronger position than ever. "It has concentrated far more on student issues, and its conference is becoming more democratic."

There was no evidence to support ISA accusations that Ministers were ignoring NUS. "Ministers are always willing to meet with us and discuss our submissions. Whether they take our views on board is a different matter - there are very few bodies, including the Confederation of British Industry, to whom the Government are listening at the present time."

teacher education in its annual report presented to the union's national conference on in-service training last weekend agreed to urge the NUT executive to think again and join ACSET.

The NUT executive is known to be almost evenly divided on the issue.

The union has regularly received papers via the lecturers' union, Natfhe, which shares the Hamilton House headquarters of the NUT and has representation on its executive. (TES.)

Jewish union warns of further bans

The Union of Jewish Students has warned of increasing tension on campuses over an anti-Zionist campaign to persuade student unions to ban Israeli and Jewish societies.

Mr Sam Jacobs, chairman of UJS, which now claims 5,000 members on 90 campuses, has warned that unless Jewish students are organized they might be banned from holding meetings or services.

Last week he appealed for support at a fringe meeting of the Labour Friends of Israel held at the party's national conference in Brighton. (He called for a sane and even-handed approach to the Middle East question.)

"In the next few months we are going to face an unprecedented attack on Jewish students and the idea of Israel. We could find that unless we are effectively organized we will not be allowed to meet to hold services and or to eat kosher."

There were signs of trouble on Scottish campuses, particularly at Strathclyde, Glasgow and Dundee where attempts were being made to twin the universities with campuses on the West Bank. No campus currently bans Jewish societies.

Mr Jacobs said: "We would welcome a debate on the Middle East. But we do not want things to get out of hand. We do not want anti-Zionism to become the same as anti-semitism. We do not want vigilante groups patrolling universities."

The National Union of Students policy on the Middle East lapses in December 1982 and Arab groups are keen to press a pro-Palestine line. The Labour Students have supported Palestinian independence.

The British Anti-Zionist Organization (BAZO), figured in a row at the last NUS conference over the promotion of a book which claimed that Ann Frank's diary was hoax. Last month the NUS decided that BAZO would not be invited to future conferences.

In 1977 the UJS was banned at Salford and York universities and at the School of African and Oriental Studies in London University, and prevented from using all Zionist references at Sunderland Polytechnic.

Computer MATE

A new type of computer terminal developed by staff at Essex University to meet the needs of a particular student could lessen the frustration of 80 per cent of disabled people and enable them to produce work at the same rate as the ordinary user.

The unit, known as Mate (Memory Assisted Terminal Equipment), can be used by anyone with the adequate use of one digit or even a pencil in the mouth. In the picture, disabled computer programmer Mr Geoff Busby operates the aid with his nose. The user can type multiple key depressions by performing a sequence of single key strokes, pre-set phrases or words being triggered by a single key.

Initial development of MATE took five years, work at Essex's department of computer science, funded in the first place by the proceeds of a charity ball given by the magazine *Computer Weekly*.



Scots argue over planning to meet employers' needs

University graduates present a poor image to employers who are frequently unhappy with the quality of graduate recruits. Professor Lawrence Hunter of Glasgow University told the Scottish Society for Research in Higher Education.

Closer links between universities and industry would better align academic and vocational preparation, he told the society's meeting in St Andrews last week.

A differential grants system might direct students into jobs the country needed with grants given for some subjects, and loans for others, said Professor Hunter.

His views came under attack from Professor John Nisbet of Aberdeen University, who said that university study had to be a matter of free choice for students. Universities were concerned with improving the quality of life and with creating new demands and choices.

"Satisfying the needs of the market is a recipe for setting our face against innovation and chance," he

said. The example of medical and law faculties largely having their curricula dictated by the respective professional interests was "a terrible warning" to the universities.

A music student, for example, should be able to study music irrespective of whether there was a job at the end of the course.

But Mr Bryan Dockrell, director of the council, said the issue concerned public funds. "The question is not whether the student should be able to study music or not but does he have the right to use £3,000 of public money to learn to become an unemployed musician."

Mr Ian Sharp, Scottish Education Department undersecretary for further and higher education, said that the market forces, in which student choice of study remained the dominating influence in the system, worked up to a point but it could be "sluggish and inefficient" as a means of meeting the needs of employers for good graduate recruits and planning was not unreasonable.

and principal lecturer in the department of combined engineering, said: "The aim of the unit is to develop criteria, while also meeting a market need. Areas in which the unit will involve itself include electronics, transport, systems, braking, systems and telegraphic machines. Future projects include aids for the disabled, products to enhance the environment, and alternative technology."

The unit's "core" project is a hybrid electric vehicle, a development of work on an electric car already carried out by the department. This project will be one of the first recent projects of the new development engineer, who takes up his post early next year. Dr Lowe expects 50 final year design undergraduates to be working soon on 20 individual projects.

Lucas team forges ahead on alternative tools

by Gareth Huw Davies

Britain's second Unit for the Development of Alternative Products (UDAP) has been set up at Coventry (Lanchester) Polytechnic. The unit plans to develop to production stage a range of items in the fields of transport, energy conservation and medicine, matching them to the skills of local engineers.

The unit, the brainchild of Lucas Aerospace Combine Shop Stewards Committee, and financed by the Cadbury Trust, begin work with the new academic term in confident mood, despite the setback to the first unit.

North East London Polytechnic's Centre for Alternative Industrial and Technological Systems (CATIS). That unit, also launched through the inspiration of Lucas shop stewards, faces an uncertain fu-

ture. The establishment of UDAP at Lanchester's combined engineering department is the successful outcome of a two-year search by the Lucas committee for a suitable home in the West Midlands for a unit which could provide work for local engineers.

"We feel a polytechnic in the community is an ideal base for such a project. And it is especially suitable that it should be in combined engineering as it fits in with what they already do. Brian Salisbury, of the Lucas committee, said.

"Not only are the workers of the West Midlands likely to benefit from products to work on, derived from the unit's designs, but the unit is also providing work for the poly's staff and course work for students."

Dr Brian Lowe, unit coordinator

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North American news

Higher school standards urged

from Deborah Kasout

WASHINGTON
The College Board, a non profit organization of 2,500 colleges and universities, has announced a ten year plan to reverse a steady decline of scores on the scholastic aptitude test, the standardized college admissions test given annually to college-bound high school students.

Project Equality will seek voluntary nationwide adoption of a new set of standards for high school students. The schools will be encouraged to use them to revise their courses and colleges and universities will be encouraged to adopt them as a "preferred standard of preparation", for admission.

"It is a long-range programme designed to help improve the quality of secondary education in the United States, and in so doing, to increase the opportunities for access to college education for majority and minority students alike," said Mr George Hanford, president of the College Board.

In 1977 a panel of educators concluded that there was a "decline of quality" in education in the United States due in part to a "lowering of standards."

Between 1963 and 1980, the average annual verbal aptitude scores dropped 54 points and the mathematics scores dropped 36 points. The College Board

estimates that over 50 per cent of college freshmen need remedial help.

Project Equality is an effort to "reassert the fundamental importance of academics," according to Mr Hanford. The board expects that its work will increase the number of students prepared for college and lead to a decrease in remedial work.

The education standards suggested by the board include six Basic Academic Competencies and a basic Academic Curriculum for high school students. The skills which students should possess before entering college are defined as: reading; writing; speaking and listening; maths; reasoning; and studying.

The curriculum suggested should include six subjects: English, maths, foreign or second language, history or social studies, natural science, and the visual and performing arts.

"You need competencies with which to learn subject matter and you need subject matter on which to develop your competencies," said Mr Hanford.

In a report entitled *Preparation for college in the 1980s*, the six Basic Competencies are defined in detail for use by high schools adopting the standards. A similar report defining the Basic Academic Curriculum is expected next year.

A model programme was launched in May in San Antonio, Texas, an area with a large Hispanic population. The free preliminary scholastic aptitude test will be given this month to

all eleventh grade students to identify minority students with

low potential. Those students will be encouraged to take advanced placement courses. In addition, special counselling, remedial help, and exploration of financial aid opportunities in cooperation with area schools, colleges, will also be provided.

"The San Antonio project has part and the 'quality' part of the advanced placement side of it. In one sense, it is a model for the whole enterprise... If we can get the preparation of kids in college, we can bring the whole item up with it," said Mr Hanford.

Project Equality evolved out of discussions with nearly 500 top school and college educators and meetings sponsored by the College Board during the past year. Plans of the academic year include: business, industry, labour, government and the military in further discussions on academic competencies; forming additional model schools including cooperative programmes with parents, taxpayers and authorities in the project.

"We are anticipating that Project Equality will be increasingly accepted, increasingly adapted, and made increasingly more useful in America's educational institutions during the coming decade," said Mr Hanford. "Standards have been going down for nearly two decades. It will take at least one to reverse

Women break chains of inequality

from Susan Buttrill

VIRGINIA
It was over a century ago that American suffragist Susan B. Anthony wrote:

The fact is women are in chains... I do pray for some terrific shock to startle the women of this nation into a self-respect which will compel them to break their yoke of bondage and give them faith in themselves; which will make them proclaim their allegiance to women first.

At the same time, John Stuart Mill, who first proposed woman suffrage in Parliament, referred to the "modern world's chains on the minds of women."

In 1980, a group of feminist historians and activists met at Sarah Lawrence College in Bronxville, New York to proclaim their allegiance to women first, and formed an organization called the Congressional Union. Members have chosen the symbol of chains to dramatize their message: "Without the ERA, all women are in chains."

ERA is the Equal Rights Amendment to the Constitution, first proposed in 1923. Three more states must ratify the amendment by June 30, 1982 in order for it to become law.

With time running out, members of the Congressional Union feel that militant action must be taken to win attention for their first priority of ratification of the Equal Rights Amendment.

Some members have chained themselves to buildings and fences in Washington, DC and Seattle, Washington, and some have been arrested. They have stopped traffic at Disneyworld in Florida, and put up signs along the highway in California. They marched in the September 19 Solidarity Day rally in Washington, DC, protesting the administration's social policies and opposition to ERA. Each week a group of women hold a vigil outside the White House gates displaying banners, reminding President Reagan of his opposition to their cause.

Among the members of the Congressional Union are college and university faculty and graduates, homemakers, teachers, musicians, university students and women in religion. Their purpose is "to recapture the nonviolent but militant spirit of the suffragists in order to advance



Members of the Congressional Union chained to the White House fence to observe Women's Equality Day, the 61st anniversary of passage of the suffrage amendment, granting women the right to vote.

feminist issues." The union is named after the organization founded in 1913 by Alice Paul and another suffragist, Lucy Burns. As a postgraduate student at the London School of Economics, Alice Paul worked with the militant applied some British militant tactics to the battle for suffrage in the US.

It was Alice Paul who first proposed the Equal Rights Amendment in 1923, soon after suffrage was won. Recent surveys show two to one support for ratification of the ERA. Supporters claim that ratification of the amendment is essential to win equal footing with men.

Economic equality is of particular concern to women in higher education. Statistics show that the higher the level of a woman's education, the wider the gap compared to a man's salary. Consequently, the average female college graduate earns less than the average male with a high school education.

Less than a third of higher education faculty in the United States are women, and they occupy less than 10 per cent of positions as full time professors, according to the National

Overseas news

Soviet Union counters youthful cynicism

from Michael Binyon

MOSCOW
One of the most serious problems confronting the aging Soviet leadership is the increasing cynicism of Soviet youth and its open apathy in the face of Soviet propaganda.

At the party congress Mr Brezhnev hinted that the Russians were losing the propaganda battle at home as well as abroad, and for this he blamed poor political and ideological education, which he described as "fossilized."

Too often, he said, party political education was dry, routine, formalistic and extremely boring. It avoided all difficult questions, repeated old clichés and did nothing to develop Marxist theory or give real answers to pressing problems.

The Soviet leader's frank admission has now allowed the Russians to open up the debate on what the party education system is all about and what it is meant to do. It is a debate that began two years ago when a toughly worded party decree described most official propaganda as "waddle" that insulted people's intelligence, and called for a thorough shake-up of the ideological apparatus.

Political education is compulsory at some stage for almost everyone in the Soviet Union, and apart from sessions in schools, factories and universities, some 23 million people

attend party schools and seminars. Regular conferences are held in the main Soviet cities, there are Universities of Marxism, and the academic study of "scientific communism" occupies millions of man hours each year.

Since February the bases of these studies have been re-examined by the Communist Party's central committee, and *Pravda*, the party newspaper, recently outlined some of the suggested changes.

The first main principle, the central committee decided, was that everyone studying in a party school should do so voluntarily. There could be no *pro forma* mass enrolment of students. The second important point was to select both students and lecturers more carefully.

A series of schools and institutes already in operation are: 1) "Schools for young communists", comprising candidate members of the party and those just accepted for full membership. These schools concentrate on the party's statutes, principles and programmes. Their two year curriculum is organized by local party committees, and they engage experienced propagandists as instructors.

2) "Schools of scientific communism". These are institutions set up this year to study topical problems and the world revolutionary process. They offer communists with higher

education special courses on economic policy, ideological work, the world system of socialism, and national liberation movements.

3) "Schools for party and economic officials." These teach the methodology of analysing social and economic problems as well as a comprehensive approach to bringing up young people. Unfortunately, *Pravda* remarked recently, these schools too often turned into conferences on current questions of economic management. They were intended instead to teach the teachers.

4) Seminars for the intelligentsia, specialists and scholars. These are intended to help students studying on their own, acting as a kind of summer school. In theoretical seminars students are meant to discuss such topics as Soviet patriotism and proletarian internationalism, Soviet foreign policy and the world ideological struggle. In the methodological seminars they would discuss such things as the technological revolution, social progress, and problems of socialist culture, art and literature. Those studying revolutionary theory on their own will be assigned consultants, who the central committee said should be chosen with "utmost care."

5) Universities of Marxism-Leninism. These exist to train party officials, trade union and management personnel, and to turn out

propagandists for the lecture circuit. These universities are to have their work enhanced and their courses invigorated.

The central committee said propagandists were the key element in the fight to improve ideological education. In future in-service training is to be provided for at least a fifth of all the propagandists - who are not to be overloaded with other work - and they will spend two weeks a year on refresher courses. The last Saturday in September has now been designated "Propagandist's Day," and long-serving propagandists will be given honorary diplomas and medals each year.

All this, the Russians hope, should do something to breathe a bit more life into the moribund political education classes. In all the various party schools the aim is to try to make the theory approximate a little more to actual practice, and relate communism in the Soviet Union more to today's actual problems. Whether any of this will have any effect depends on whether any latitude will be given to students and lecturers to go beyond the rigid framework of received wisdom and examine the Soviet political system in greater depth. Given the general rigidity of all Soviet political and intellectual life at present, the chances look rather slim.

University proves that two into three will go

from James Hutchinson

BONN

Some West German politicians and educators are advocating the introduction of the three-term university year in order to speed up courses - and to save money. The semester has always been the norm in Germany, which means that for five months of the year the universities are practically empty, and their expensive facilities unused.

The experience of Bielefeld University, which put its law faculty on a trimester footing some years ago, is cited as an example worth following. In Bielefeld law students are now graduating two years earlier than under the old system.

Another suggestion under discussion is that grants should be entirely repayable. This is already the case in Sweden. Swedish students may receive grants irrespective of the size of their parents' income, but since it all has to be paid back - at indexed rates at that - the demand for credit is kept in bounds.

The total sum to be spent on grants in Germany over the next four years has been fixed at DM 3.6 billion (about £850m) annually. But

the number of students, now around a million, is expected to increase by 20 per cent in the next decade. Thus more and more students will be getting smaller and smaller grants. Many will have to work at least part-time to finance their studies, and courses will consequently become longer.

It is argued that if only half the grant was repaid, the saving would enable more money to be spent on university education, which is increasingly feeling the pinch of the government's economy drive. At present only about a fifth of the grant is repayable in Germany, and many graduates from lower income group families need pay nothing back.

Fresh examples crop up daily of how the universities are being affected by the government's squeeze. The two universities in West Berlin have said they will have to reduce the teaching programme because of staff shortages. Office staff at Frankfurt University have been told there is no money available for stationary and accessories in the next half year. Karlsruhe University has cancelled its orders for periodicals for the library.

Arab 'terrorists' sent to prison

from Benny Morris

JERUSALEM

Two Arab students have been sentenced to three months in prison by a Jerusalem magistrate, under the 1978 Tamir Amendment to the terrorism law, which allows the prosecution of persons "publicly identifying with or expressing support for" terrorist organizations. This is the second activation of the amendment initiated by then justice minister Shmuel Tamir under the pressure of the university student unions, who were reacting to pro-Palestine liberation organization demonstrations by Arab students on campus.

The two jailed students, Mohammed Zayner, 21, of Majd el-Krum, a Bedouin student, and third-year physics student, were convicted by Judge Elihu Ben-Zimra of helping produce and distribute a pamphlet last April in the Hebrew University supporting the PLO's struggle against "the Zionist entity." They were also given nine months suspended sentences.

The university authorities at the time complained to the police about the pamphlet, entitled *For the Sake of a Glorious Future, for our Palestinian Arab Nation*. And the police opened an investigation. "It was produced and distributed by the HU's Arab students committee to high school pupils visiting the Givat Ram (West Jerusalem) campus."

Zayner, and two other members of the Arab students committee, Lutfi Abu El-Hija, of Tamra, and Ghanem Mesalhi, of Daburiya, were suspended by the university for one year last May for their part in the affair. But Abu El-Hija, the Mesalhi, and other members of the committee arrested at the time were not charged by the police "for lack of evidence."

A university spokesman, commenting on the fact that Zayner had in effect been punished twice for the same crime, said that the university disciplinary board, an internal board, and the Jerusalem magistrates court were "two different bodies and did not necessarily and were not required by law to take into account each other's activities."

Poland's students face a political dilemma



Guzy, Kuron and Kilenciewicz at work.

Poland's independent students' association (NZS), whose National Coordinating Committee met at the end of September to plan its work for the coming academic year does not include political activities in its programme, its press spokesman, Adam Pietrasiewicz announced at the end of the session. Nevertheless, he said, "as a kind of social movement, we do fulfil definite political functions."

This somewhat ambiguous reply sums up the dilemma facing the NZS: to define its aims, and to find a role not covered by other groups. The problem was, perhaps, first voiced by Marcin Gugulski, a mathematics student from Warsaw Technical University in the unofficial journal *Glos* (The Voice) last autumn, in which he stressed that the NZS should be neither, on the one hand, a mirror-image of the party-linked Socialist Union of Polish Students nor simply a kind of junior version of other "independent and self-governing" initiatives.

To help clarify the attitude of NZS leaders towards the association's long-term aims and its relationship to other student and youth organizations, and also to political developments in Poland, during the vacation a questionnaire was drawn up and completed by four of the National Coordinating Committee.

Even among so small a sample some interesting differences could be observed, not unrelated to personal background. Thus Agnieszka Romaszewska, a 21-year-old history student from Warsaw is the daughter of Zbigniew Romaszewski, who composed the report on human rights in Poland which the dissident "Social Self-Defence Committee" (KOR)

sent to the Madrid Conference on Security and Cooperation in Europe ("Helsinki Review") last November. She saw the role of the NZS as essentially "ethical", and considered that the distinguishing characteristic of its members would be "moral uncompromise."

Teodor Kilenciewicz, a 27-year-old reading physics and applied mathematics in Warsaw, however saw the NZS as a basis for a whole range of student initiatives "including political". His background, however, is more actively political than his younger colleagues - and different from most NZS members. He was born in Vilna, which was then in Poland, but which became part of the Soviet Union in 1940, and his family did not manage to return to Poland until the late 1960s. The son of a railway worker, Kilenciewicz helped produce the underground journal *Robotnik* (The Worker) since its foundation in 1977.

For Jaroslaw Guzy, a 25-year-old sociologist and historian from Krakow, the NZS should be a continuation of the underground "Students' Solidarity Committee" of the late 1970s, and an "alternative organization" to the party-sponsored youth and student bodies. Maciej Kuron, the 21-year-old son of KOR-activist Jack Kuron, and whose education has been considerably hampered by his father's political activities (he is now transferring from Olstyn Teacher's Training College to Warsaw University) put it more strongly. In the NZS, he said, he placed his hopes for the creation of a strong movement "opposing the present system by means compatible with the law."

UN steps in to help China

by Thomas Land

The United Nations University has deployed its considerable international resources to help the Chinese Academy of Sciences to confront an ecological disaster of yet unassessed proportions arising from the conversion of vast stretches of marshlands in the north-east into agricultural land.

Their first joint move is the establishment of a series of agro-ecosystems research and monitoring stations in the area. The project may well lead to greater consultation between the universities and the agricultural and development planners of many countries.

The joint programme has been worked out after a visit to Heilongjiang Province - the area producing a sixth of China's total commercial wheat yield - by scientists of many disciplines brought together by the UN University from ten countries. Nearly two million hectares of forests and swamps have been reclaimed in the Sanjiang Plain since the 1950s, leading to a sharp drop in rainfall, wind erosion and declining soil fertility.

China's scientific community is only too aware of the dangers - yet it must find a way to increase food production. Despite all efforts to limit the birth rate, China is realistically expected to add at least 200 million to its present population in less than two decades. At present, only 10-15 per cent of China's 9.6 million square kilometres is cultivated because much of the rest offers little hope of agricultural productivity.

There is therefore no question of halting the land reclamation scheme. Indeed, the primary task of the UN University specialists is to contribute to the development of guidelines for future reclamation.

The new monitoring and research stations are to gather the kind of scientific information about environmental changes essential for an agricultural development strategy. The studies are intended to enable specialists partly to stop and reverse the process of land degradation at the Sanjiang Plain and partly to avert similar disasters in the wake of other ambitious land reclamation projects elsewhere in the world.

Pay rise for academics

from D. B. Udallagama

COLOMBO

A pay rise for university teachers and administrative staff, retrospective from July 1, was announced recently by the chairman of the University Grants Commission, Dr S. F. Kalpage, who is also secretary to the Ministry of Higher Education.

The pay rise for university teachers is tied to a scheme of grading. A teacher in grade three gets a monthly salary of Rs 2,500 (£71 approx.) rising to Rs 2,800. The scale attached to grade two is Rs 2,875-Rs 3,250. Grade one teachers draw a fixed salary of Rs 3,250.

While a teacher who has served for ten years or more is entitled to the grade two salary scale, grade one appointments will be in respect of "outstanding" academic achievement, Dr Kalpage said.

The increase in pay was, Dr Kalpage said, in keeping with a government pledge to university teachers and administrators last year that an increase in their salaries would be made at the same time as "similar grades" in the public sector are given pay increases, which has been done. Dr David Walton, professor of chemistry, at the University of Essex will be attached for one year, beginning next March, to the University College at Batticaloa in the eastern province which starts to function in early October.

Professor Walton will assist in the setting up of the science department in addition to teaching chemistry and conducting research.

A modular menu

Polytechnics have added their own specialities to the traditionally limited menu of higher education dominated by the universities.

Large areas of academic study have been upgraded through the introduction of more practical subjects and professional courses at degree level. Content and structure of these and more traditional subjects have changed with the multi-disciplinary approach and development of modular courses.

Unlike the universities, the polytechnics run courses at all levels. About 70 per cent lead to a degree, less than 2 per cent to a higher degree, and the rest are courses below degree level leading to higher national awards, certificates and diplomas.

A relatively new innovation is the Diploma of Higher Education (DipHE) which is a two-year course providing either a ladder to the equivalent degree or a safety net for those on a degree course who feel they have bitten off more than they can chew.

Many people in polytechnics argue strongly that the universities offer the average student neither a satisfactory education nor a good vocational training. So from the start they have been keen to foster courses geared, so the theory goes, to future employment and the needs of modern industrial society.

Honours degrees awarded by the Council for National Academic Awards in polytechnics now include, for example, catering, textile and engineering marketing at Huddersfield; three-dimensional design and fashion at Bristol; and some requiring "non-verbal achievement" like the performing arts degree at Leicester Polytechnic.

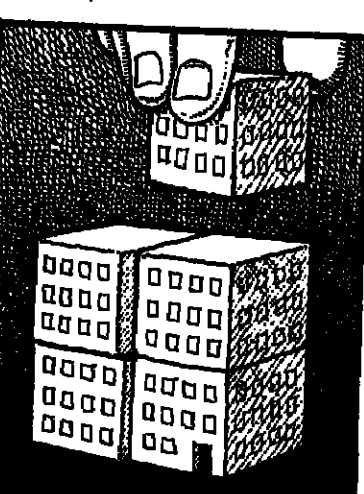
There is strong emphasis on sandwich courses which include industrial or professional experience and teach the art of "problem-solving" through case-studies or projects. They tend not to be based on a single subject but are an amalgam - for instance, of engineering, design, medical technology, modern languages, business, social, nautical, and communications studies.

In 1979/80 there were nearly 40,000 sandwich students in polytechnics (30,000 on degree courses), compared with only 16,000 in the universities. Nearly 17,000 were in engineering and technology, 7,000 in science and 10,000 in social, adminis-

trative and business studies. These courses are designed in collaboration with industry and professions, but places are becoming increasingly difficult to find.

The highest impact on different styles of teaching and learning has been through the introduction of modular courses modelled on the American approach, which have some similarity to the ordinary degree structure in Scottish universities.

Modular or combined studies courses are aimed at changing academic structures by breaking down the independence of traditional single subject departments. Many have the purpose of widening the choice available to students by freeing them from the strictures of one discipline.



Reaction to these "cafeteria type" courses in which students can pick and choose from an astonishing number of modules has been varied and often extreme. While Oxford, Middlesex, City of London and Wolverhampton polytechnics have gone in for this system, in a big way, others like Sheffield Polytechnic have shunned it and remained faithful to the single subject honours degree model or formally-structured multi-disciplinary courses.

The polytechnics which favour a modular structure see it as a way of allowing students to build up a programme of study geared to their own interests, or to shift focus as they become fascinated by subjects not done at school. It is considered particularly suitable for mature students

who may be averse to a more regimented approach based on a limited menu.

Modular courses are also seen as a way of using limited resources efficiently. A geology course which had difficulty recruiting students in the past, for instance, may become viable if it can include cartographers and geographers.

Opponents point out the main flaw, which is the threat modular courses pose to individual disciplines. This is an area where the CNAU voiced a degree of concern before it was persuaded that modular courses were academically acceptable and not some strange American fad which would debase the standard of the English degree.

One mission controller of the modular course is Dr Robert Murray, head of humanities at Oxford Polytechnic and chairman of the CNAU inter-faculty studies board set up to keep an eye on the system. "All this stuff about cafeteria and pick 'n' mix, an anarchistic approach and pandering to students' whims is a myth," he said. "One has to get away from the business of it simply being a liberty hall and the dogma of saying that certain subjects must be taught in a certain way."

Oxford Polytechnic has had a modular course since the beginning, starting with maths and science. Now it spins the whole polytechnic, excluding architecture, town planning and estate management, and leads to either a BA, BSc, BEd or DipHE. It is run on an enormous scale, involving a choice of hundreds of modules in 34 subjects ranging from publishing and catering to human biology and economics.

Students can study for either a single or double honours degree by doing three subjects in the first year and two in each of the second and third years. They are asked to name two main fields of study when they apply, but can switch emphasis during the first year.

Up to 30 modules are studied, and most last one term with an examination at the end. There are also "long, thin modules" which stretch over two terms but involve the same standard 100 hours of student effort.

In theory students can put together a bewildering mixture of modules, but in subjects with a wide choice certain pathways are recommended. Some modules are compulsory, some have to be preceded by

others at another level, but others can be taken at any time and may result in second and third year students studying together.

Staff reaction to the system has been mixed, with the scientists and technologists more willing to adopt their material to short modules than social scientists and lecturers in the humanities. Dr Murray remarked: "Where you do get resistance is in courses in which students are expected to do a lot of independent reading and need more time to assimilate material."

Modular systems can mean very different things, depending on a polytechnic. The "Middlesex matrix" was set up by Dr Ray Rickett, the director, to bind the separate colleges merged into the single polytechnic and to destroy old affiliations.

Dubbed the "polytechnic ship" by the graphic designer commissioned to draw a diagram, it was intended to create a new management system with no traditional departments as well as to improve student choice. Academic staff were assigned to one of six resource centres and the course leaders told to shop around for whatever expertise was needed. Although some consider it a success, others see it as a threat

to subjects and find it difficult to organize efficiently within an institution on several sites.

At Hatfield Polytechnic the modular system is seen as a way of introducing uniformity of structure and organization in every undergraduate course. Although some courses contain up to 30 modules, they are strictly prepackaged and every subject gets to the depth of a normal honours degree in the final year.

Dr Frank Baker, director of Hatfield's BSc combined studies degree emphasized that it was not a "cafeteria-type American thing", and was not meant to increase student choice.

Sheffield Polytechnic runs no modular system at all, except on a small number of part-time courses which enable students to accumulate subjects at their own speed. Instead it concentrates on inter-disciplinary courses in which a number of basic subjects are studied.

Mr Douglas Tucker, Sheffield's deputy principal, said: "We think that modular courses tend to lack integration. We also think that very often false claims are made for modular courses because to study certain subjects at an advanced level you need some basic knowledge."

reason the *Bunderrat*, the second chamber of the federal parliament, where the opposition has a majority, turned down the entire 1981 federal budget, a virtually unprecedented step. A compromise produced additional money for current and new projects, but the *Länder* will lend the sums involved to the federation.

It is especially painful for a Social Democrat government to cut back as the SPD claimed ever since it came to power in Bonn in 1969 to be the party of educational expansion, reform and renewal, and higher education is the major sector of the education system where the federation has some direct responsibility.

In view of the SPD's commitment to greater equality of opportunity, including particularly in education, it is surprising that the SPD parliamentary party, like other major parties, raised no objection against the government's proposed amendment to the *Bildung* students' grant legislation.

The government set a firm cash limit for the scheme. While ostensibly raising the rates, it will effectively lead to a deterioration in the provision of aid. The re-adjustment of the maintenance rates and of the basic income allowance has been delayed for six months until April 1, 1982 and the increases in both rates and allowances are less than considered absolutely necessary by the student welfare officers. As a result, fewer students will qualify for support.

These measures illustrate the prevailing anti-student climate and the weak position of the student body.

The whole economy drive has undermined medium and long-term educational planning. It marks a re-orientation of higher education policy, and will weaken any remaining reform initiative. On the other hand, it may contribute towards a quite healthy slimming process, and it may increase competition between institutions, and between universities on the one hand and advanced technical colleges on the other.

Günther Kloss

Events

EXHIBITIONS: continuing
Until October 18, Leicester Museum and Art Gallery. Photographs as *Printmaker*.
Until October 23, Holt Street Gallery, University of Aston. Paintings by David Eddington.
Until October 23, Bedford Way Gallery, Institute of Education, London. David Imms paintings and prints: *Thomas Hardy and the Dorset Landscape*.

Until November 6, Tower House Gallery, Goldsmiths' College, London. Public show of work from the college's photography workshop.

EVENTS
Monday October 12, Centre for the Arts, Aston University, Gorseve Peyer (clarinet) and Gwyneth Peyer (piano): recital.
Monday October 12, Alsager Arts Centre, Crewe and Alsager College of Higher Education, Karel Armitage (principal dancer with Merce Cunningham) with Rhys Chatham.

Monday October 12, University of Leicester. Mrs Worthington's Daughters present *Angels of War*, a play concerning women ambulance drivers in France in 1918.

Monday October 12 to Saturday October 17, Gulbenkian Studio, Newcastle. Joint Stock Theatre Group present *Borderline*, by Hanif Kureishi.

Monday October 12 to Saturday October 17, Theatre Royal, Norwich. London Festival Ballet.

Monday October 12 to Saturday October 17, Oxford Playhouse, Oxford Playhouse Company in *Home and Beauty* by Somerset Maugham.

Monday October 12 to Saturday October 17, Grand Theatre, Leeds. Ballet Rambert.

Tuesday October 13, Riverside Theatre, New University of Ulster. An evening with Ian Wallace, accompanied by Havelock Nelson.

Wednesday October 14, MacRobert Arts Centre, University of Stirling. Julian Chagrin, mime artist.

Wednesday October 14, University of Southampton. National Theatre of Great Britain. *Zulu* by Bryony Lavery and Patrick Barlow, in which two actors re-enact the Zulu wars.

Thursday October 15, King Alfred College, Winchester. Check by Joni Theatre Company present *Wycherley's The Country Wife*.

Thursday October 15, MacRobert Arts Centre, University of Stirling. Scottish Chamber Orchestra, with Marisa Robles (harp).

Thursday October 15, University of Bradford. Adrian Mitchell: poetry reading.

Thursday October 15, Great Hall, University of Lancaster. Guadagnoli String Quartet, with Rosemary Moss (clavier).

Friday October 16, Film Theatre, University of Stirling. Film *Gabor's Angel Vera*.

Saturday October 17, The Studio, Centre for the Arts, Aston University. Plains Pough in *Decameron*.

Saturday October 17, Great Hall, Goldsmiths' College, Goldsmiths' Big Band, featuring Don Rendell.

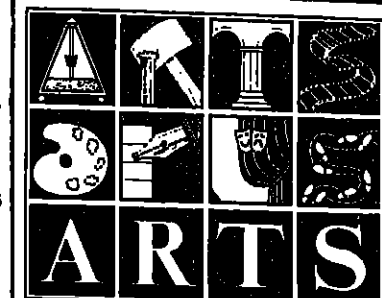
Monday October 19 and Tuesday October 20, Midland Arts Centre, Birmingham. Interim Theatre Company presents Peter Shaffer's *Equus*.

Monday October 19 to Saturday October 24, Theatre Royal, Nottingham. London Festival Ballet.

Monday October 19 to Saturday October 24, Theatre Royal, York. London Contemporary Dance Theatre.

Monday October 19 to Saturday October 24, Oxford Playhouse, Oxford Playhouse Company presents *Arthur Miller's The Crucible*.

Monday October 19 to Saturday October 24, Arts Theatre, Cambridge. Cambridge Theatre Company in *Oliver's The Soldier's Fortune*.



DAVID NOKES discusses the questions of biographical drama raised by "Heaven and Hell", a play based on Boswell's London Journal. Below, ROGER SILVERSTONE reviews video work from NELP.

Parading monsters

"There are a number of deliberate historical inaccuracies in the play", writes Dusty Hughes in a programme note to the recent Royal Court production of *Heaven and Hell*. If it is sounds cavalier, it is nevertheless a standard enough defence among those attempting the hazardous task of merging biography and drama.

Johnson and Boswell are one of the great double acts, inseparable as Holmes and Watson, Don Quixote and Sancho Panza. In seeking to place such well known characters in his own dramatic form, Hughes faced a number of problems. There are more quotes in Johnson than in *Hamlet*, and an audience may naturally expect a few of their favourites.

Moreover, Boswell's *Life of Johnson* is itself largely written as a series of dramatic vignettes; it is an extended two-hander, in which other characters, Goldsmith, Reynolds, Garrick, Sheridan *et al*, make brief guest appearances. In an apparent determination not to be enslaved by his copious material, Hughes has wrenched scenes and dialogues out of their actual settings, to replace them in a scheme which traces a progress from a Scotman's view of London as a kind of heaven, to depravity and sardism at the Hell Fire Club.

Boswell comes out of all this rather well, his shallow, preening, complacent and lascivious character forever hovering between ardour and avarice, brilliantly rendered by Jim Chisholm. Only a pedant would complain that familiar episodes from the *London Journal* are chopped up and re-located in Edinburgh. The real problem is Johnson. Hughes was clearly determined to get away from the received image of the Great Cham as walking dictionary, the master of the ponderous snub. Instead he presents us with a shambolic neurotic, a bundle of repressions, with fetishistic longings for meat pies and manacles. "I am the most communicating man alive", declares this Johnson, (Jonathan Adams) through his thick accent, a mixture of Midlands and cockney, and his habit of speaking only in laconic grunts, rather belies this. It is true that Johnson was obsessive; true that he would court the railings as he walked along; true that he had a morbid fear of insanity. Hughes has taken the key for his interpretation from Mrs Thrale's chilling note, "the fetters and padlock will tell posterity

the truth". It is characteristic of our own obsessions to be fascinated by the irrationality of such men of reason. In my own recent television play about Swift, *No Country for Old Men*, I must plead guilty to a similar interest. But it's important to present a whole picture of such men, the light as well as the shadows.

Hughes's picture of Johnson, as a quivering masochist, chained and whipped at the Hell Fire Club, is a crude misrepresentation.

The main problem with the play lies in its over-schematic contrast between Boswell's hedonist heaven, and Johnson's puritan hell, and one is led to question the wisdom, and necessity, of fictionalizing so much of the material. In one of the more implausible inaccuracies of the play, it is Boswell's Louisa who introduces him to Johnson. We thus miss the high comedy of their actual first encounter in Davies's bookshop where Boswell observed Johnson's awful approach "somewhat in the manner of Horatio, when he addressed Hamlet on the approach of his father's ghost. 'Look, my lord, it comes.'"

Also, by dramatizing Boswell's affair with Louisa, Hughes necessarily foregoes much of the self-admiring relish, and self-righteous fury in Boswell's one-sided account of the amour. It is fairly well known that a straight reading of the index entry for "Louisa" in the standard edition of the *London Journal* provides an hilarious illustration of the Rake's progress from hubris to nemesis, which no dramatization could better.

The curious Gough Square menage, where Johnson sheltered an assortment of madmen whose continual feuds often drove him to find his own haven elsewhere, is a beautiful example of Christian self-denial that is hardly touched on in this play.

"The Sleep of Reason breeds Monsters" declared Goya, and Hughes parades some of these monsters on stage. But awake, the men of reason fought to preserve a stoic dignity in the face of the world's calamities. "It is necessary to hope", wrote Johnson, "though hope should be always deluded; for hope itself is happiness, however frequent, are less dreadful than its extinction."

David Nokes

David Nokes is lecturer in English at King's College London.

Cambridge syncopation

King's College, Cambridge has appointed Lionel Grigson, a pianist and trumpeter, as Jazz Musician in Residence for the Michaelmas term of 1981. Grigson is a graduate of King's and led the university's band in the sixties. In his new appointment he will teach, give concerts, and collect material on the history of Jazz in Cambridge. This is the first such appointment at a British university.

The Cheltenham Festival of Literature opens on Sunday at the Shaftesbury Hall, Cheltenham, with a Russian evening. The first item is to be a translation by Antony Wood of Pushkin's verse play *Mozart and Salieri*, which the BBC are planning to broadcast early next year. This is followed by a programme of Anna Akhmatova's poetry, translated by D. M. Thomas. During the week of

Since it issued the last list of films available from its library, the Arts Council has acquired another 38 documentaries, and has therefore issued a *Film Library Supplement* for 1981-82. New films on artists include *Henry Moore at 80* and *Degas: the unquiet spirit*; programmes acquired from television include the BBC series *Artists in Print* and London Weekend's *South Bank Show* profiles of Benjamin Britten, Sir Michael Tippett and William Walton.

Films sold by the Arts Council to Channel 4 television (for a total of over £40,000) include Ron Peck's acclaimed film on the American artist Edward Hopper, and a film by Simon Heaven entitled *Kites*.

Next Thursday sees the start of Southampton University's autumn music programme, an impressive series of concerts, nine of which have been organized as a subscription series. At the end of the month are two concerts by the Allegri Quartet, with Moray Welsh (cello), followed on November 3 by a visit from the Academy of Ancient Music. The first concert, on Thursday, features American pianist Jeffrey Siegel in a programme of Schubert, Barber and Schumann.

Heinemann Educational have just published, in a paperback, the collected plays of Peter Barnes (1928-50), to coincide with a critical analysis of Barnes's career, *The Theatre of Peter Barnes* by Bernard F. Dukore (£5.50). Also from Heinemann is the text of John Barton's Greek tragedy compilation staged at the Aldwych Theatre in 1979. *The Greeks: ten Greek plays given as a trilogy* by John Barton and Kenneth Cavander is published in paperback at £7.50.

Other plays recently published include Athol Fugard's *A Lesson From Aloes* (Oxford University Press, £2.95) and *On the Razzle* by Tom Stoppard (Faber, £2.50).

Eric Feny's memoir *Delius as I Knew Him* (1936) has been revised and re-issued by Faber at £3.95; The Victoria and Albert Museum's *Review of the Years 1974-1978* has been published by HMSO at £6.75.

"Eve" by Eric Gill, currently on show at the Whitechapel Art Gallery, as part of its "British Sculpture in the 20th Century" exhibition.

Meeting the challenge of a new medium

There is television. And there is video. Television is made to be broadcast; on videotape or on film it needs its slot and it needs its pedestal. Required to inform, educate and entertain it does so, for the most part, natively, rarely challenging the forms and the assumptions which lie skin-deep beneath its endless flow. Aesthetically it is a parasite: the conventions of film and live drama have set the mould; and within the mould we, the audience, find our security and our culture finds its strength.

Video, at least potentially, is something else. It has arrived with the increasing proliferation of lightweight video cameras and recording equipment and it has gained its momentum through the explosion in the home ownership of video tapes. The making of video is no longer the prerogative of the broadcasters, and the makers of video tapes are no longer exclusively to be found cosseted within large organizations, learning their trade at the feet of the masters.

A number of colleges of art and of printing, and a number of polytechnics, now train students in video production. At best such training will allow students the

opportunity to absorb the conventions of broadcast television and at the same time to challenge them. Some students will no doubt find their way into the television establishment; many more will not. Some, perhaps only a few, bitten by the video-bug, will look for ways of exploring the potential of the medium and seek ways of presenting their findings to audiences as dissatisfied with their daily TV diet as they are.

The National Film Theatre recently (September 24) devoted an evening to the work of the students of one such training: the new satellite Communication Design Course at the North East London Polytechnic.

The evening's two programmes contained 12 separate video items ranging in length from 5 to 30 minutes. They varied enormously in content and in style. On occasion the prints were poor, the images soft, the sound soggy and the cuts too long delayed. Some were aesthetically muddled, others politically naive, but all demanded to be taken seriously, as indeed they should be. Why?

"Perhaps because all beginnings are hard. The students involved have taken on the challenge of a new medium and have used it, albeit hesitantly, to explore both personal feelings - Vina Connor's *I Wanna Be* examines the conflicts of the transsexual - and political argument.

Here the focus is on the media themselves and above all on their representation of women: *Women's Work is Never Done* (Katy Harris, David Burgess) and *The Fashion Show* (Tony Cooper, Penny Dedman, Terry Flaxton) expose in two contrasting ways the false glisten of our culture's fantasies. In the breathless *Talking Heads* (Terry Flaxton, Penny Dedman, Tony Cooper, Roddy Bristow-Jones) and the more sober *Chinese Comics* (Penny Dedman) it is the media's capacity to deceive, distort or encourage which gains attention.

Few surprises perhaps, for this is the current stock in trade of students of the media. But this much said the fascination of the tapes as a collection lies in the dialogue that each has with the dominant conventions of broadcast television. How difficult it is to break free of the talking head, of the synchronized cutting of image and rock music, of the pressure of narrative continuity. It is an uneven struggle and convincing novelty is

hard won. Ironically (but perhaps understandably) the two most successful films are also the most conventional in form. *Building Your Future* (Jane Heywood, Amina Patel, Mary Shiel) encourages schoolgirls to embark on a skilled manual career; it is warm and persuasive. Equally sensitive, *Norman and David* (Steph and Enrique Berrios) allows two blind friends the opportunity to talk about their lives and does so with assurance and good humour.

The boundary between television and video is inevitably easier to write about than to demonstrate. Our styles of discourse are deeply entrenched even when they are least accepted. But freed from the tyranny of the broadcasting schedules and the regressive fantasies of the mass audience, there is an opportunity to develop new forms of expression and to speak in another voice. The students of NELP (and others also) have just begun, but their message is clear: television is too important to be left to the broadcasters.

Roger Silverstone

Roger Silverstone is lecturer in sociology at Brunel University.

Keith Middlemas analyses the relationship between the state, industry and the trade unions in

Industrial politics covers that uncertain area of political life that lies between government and major institutions such as the trade union confederation, employers' organizations, the financial sector, and the Government's own province, the departments of state. It concerns those issues which involve them severally and collectively, and the question of what ethos or ideology lies within these institutions, what is their institutional or corporate being.

The concept of the extended state, of which these are the functional basis, requires a careful differentiation between governments of party men, and the state apparatus, and within that apparatus, between different departments, Treasury, Industry, Trade or Department of Employment.

Beyond that there is, of course, the question of how, through these institutions, the state has relationships with the public; and what the modes of these relationships are - whether they are a conversation between equals or another form of governmental control. That is, of course, a leading area in any contemporary society. It is a bundle of issues which affects policy and policy execution as well as determination in a country like Britain.

The date of its emergence is not precise. It is, roughly, the early part of this century; it might be that moment in July 1911 when, confronted with a major strike, and also with the threatening behaviour of Germany during the Agadir crisis, Lloyd George appealed to the railwaymen and the railway companies to sink their differences in the national interest.

And from that moment - if one takes this point - industrial politics is something which touches very keenly on the national interest, and indeed, is related to the changing role of political parties and of Parliament itself.

There are certain problems to be confronted at the outset. Such a line of inquiry runs counter to much existing historiography, which on the one hand is fashionably biased towards biography and events of party political activity (which is in turn biased also in the sense that it assumes there is a dominant type of political activity). It runs counter, on the other hand, to the habit of sectoral specialization because the totality of the political system is more than the sum of the parts.

It runs counter too to a moral question which embodies within itself something of the nineteenth century view of the constitution about the primacy of parliament and the political parties, as against pressure groups, which is, of course, the whole question of the legitimacy of power which has come to the surface again, with the question of legislation in the trade union field in Britain over the last few years.

Perhaps more seriously, there are the problems that historians always come across; that of causation: to what extent does one set the power of ideas and continuing political practice as a factor in institutional growth, against economic factors? The cycles of prosperity and slump become particularly important when one deals with the 1950s and early 1960s. Then there is the question of the collective behaviour of those institutions, their ethos or ideology. In the last 70 years they have become different from pressure groups. They have pushed the threshold to become institutions that actually have a part in the organization of the state.

There is also the problem of institutions' documentation. On the one hand one has the central records of state which show a clear continuity; that is what minutes are for. But if you look at the institutions of capital and labour these records are conspicuously absent. Before the First World War there was really quite a fundamental sense in which both industry and labour organizations were hostile to the State and its growth. There are complicated episodes later which have to be read rather carefully to see the different levels of meaning which the participants attached to them.

And behind this lies another question about what is a normative in industrial society; whether the participants to any triangular or quadripartite relationship saw their busi-



In the national interest

ness as eliminating conflict or in pursuing their own secular interests regardless of the level of conflict. Here one needs a firm distinction between primary and secondary levels of conflict and from there to ask how far matters like wages bargaining (as distinct from primary conflict such as trade union recognition) become ritualized. After all, political collaboration does depend on not fighting the class struggle on every possible occasion.

Finally, among these difficulties, there is the question of external constraints. What are the events, or pressures, such as war, which force people in institutions to re-order their priorities, to subordinate their sectional interests in the national interest?

This raises more questions: how is the national interest devised? Because that also is a political question. The problem in peace is, how can you replicate the harmony of wartime? Can Government actually reproduce the constraints and conditions of wartime, in order to induce similar patterns of behaviour? and if not, why not? This is something which is still relevant whenever one starts to talk about wages and prices.

In looking at the pre-1914 system, there are certain crucial points. It was a time of considerable unease in British society, of vigorous debates about the nature of change, the nature of decay or degeneration, and what was possible in a period of transition. Gloom and optimism one looks at, and there was a considerable gap between the theories of the constitution like Dicey, and political approach to the reorganization of a mass working class electorate.

At the same time, older corporations such as the churches were declining - their last political embodiment perhaps being in the fight over the 1902 Education Act. At the same time, and increasingly towards the First World War, the national interest was complicated by new intrusions, the imbalance of capital and labour, and the nature of the future of the

British Isles themselves, exemplified in the conflict over Ireland, and the threats represented by - among other things - an anarcho-syndicalism which the system appeared unable to contain.

In that sense there was a gathering crisis of the state even before the war. In Government there occurred the beginning of systematic thought about how these varying quarrels might be resolved. But all government initiatives, in relation to industrial relations particularly, seem to have been confused because they were dealing with essentially different institutions. The central focus was not at this period post-war. The TUC was only a period.

The employers collectively were divided on lines not dissimilar to those in Germany between light industry and heavy industry, and between the newer and older sections. And I think that even Lloyd George had no vision at this period of a war produced, as for all belligerent countries, but more obviously Britain, Germany and France, a series of accumulating crises to do with supplies, the allocation of resources manpower and, above all, political consent. It was a point that was reached very early on in Britain when - again - to pick one particular instance - Arthur Balfour in May 1915 went on a debate about conscription said: "If that is, that is, the public - 'prove recalcitrant', how are they going to be coerced?"

No belligerent nation solved this problem entirely, but on any reasonable scale of comparison the British probably solved it the best. Their solutions went through a number of stages. The first stage was the assumption that all citizens owed an obligation to the nation at a time of war. Its most notable point was the Treasury Agreement made by the leaders of most of the trade unions which they surrendered their priorities, their restrictive practices, and, in effect, the right to strike, in return for nothing. It was not a written contract. There was actually no record kept of the privileges that they surrendered.

The lesson was that consent must be bought. And gradually - not exactly at that point, but cumulatively - the trade union movement was incorporated in the successive stages of the manpower and production programmes by a Cabinet which was above all conscious of the weakness of the state. There were, of course, substantial unfairnesses in such a system. And from the base of the trade union movement, a protest began. The origin of the shop stewards' movement lies in the fact that trade union leaders were getting in-

creasingly caught up in compromise with central government, who made it impossible for them to act on behalf of their individual members, at a time of rapid inflation, immiseration of the working class as a whole.

The third period followed naturally after that; it was the period of coercion, whose high point was the deportation of the leaders of the Clydeside Workers Committee in December 1915 and the suppression of their paper *Forward*. But coercion was never perfect. Perhaps one might say that the larger the mass with, the more it was prone to compromise. In that sense, occurred the pledges not to conscript men, or to exempt from conscription by the trade card system in the engineering industry.

All this broadened the base of unrest. The shop stewards' movement cannot be seen as a purely revolutionary body. As one of its leaders, William MacLaine, told Lloyd George in 1917: "We have a desire and no intention of undermining the authority of our trade unions. On the contrary, we are out specifically to back them up. The actions you and your Government have placed our unions in such a position that they no longer function as trade unions should." By 1917 the Government had reached the point where it felt it absolutely necessary to do out what the deep causes were of industrial unrest, how far justified they were and how to meet them. They set up what became known as the Industrial Unrest Commission, who reported, after a fairly brief but very comprehensive survey, that these grievances were justified.

The final stage was open, unrestricted conflict and almost unrestricted compromise. It was the moment at which government was so scared that it was prepared to do almost anything, and when it is sight of wider aims of keeping various bargains in harmony it made its bargains as it could. Its having introduced total control even for married men - which applied to the whole of the British Isles - it felt unable to impose it on Ireland because its military action said that to conscript the Irish would require a division of troops. Moreover, if the Irish were conscripted they would then join Sinn Féin and would subvert the rest of the British Army. This was an argument that the Government found it controversial.

The worst moment came in March 1918 with the last German push on the Western Front organized by General Ludendorff. That led to the final "comb out" of skilled men, many of whom had already been exempted, and this put a very high degree of tension on the engineering industry from which they were extracted. Even at that point, however, the Government was not prepared to execute the "comb out" of the trade union movement. The trade union movement, the shop stewards' movement, the Triple Alliance (railwaymen, miners, and transport workers). And he believed also in supporting the employers' organizations to a very substantial degree. In 1921 there was a re-organization within the TUC which led to the formation of the General Council with a secretariat headed by Walter Clune; and by the middle 1920s both sides of industry had developed strong, bureaucratic central organizations. But, at the same time, Lloyd George sought the support of a third force, one whose importance the war had underlined.

Probably the most corrupt episode of modern British politics was Lloyd George's attempt to buy public opinion to support the Coalition and thus institutionalize public opinion management. After his fall, in much less corrupt days, these habits did not disappear, but became formalized, customary. By the 1920s each government department had its own Information Officer and its organization for informing a wider public.

Because of the failure of Lloyd George, there was no formal corporate system, but there were the essential beginnings of an informal, quasi-corporate system - which rested on ideas of interdependence between capital and labour, on a

general consciousness that the state was weak, that it needed the institutions to help it achieve the things it wanted, and on the fact that they themselves wanted association with existence in order to justify their existence. In order to their own membership, and in order to their own ability of political advantage by the "other" side. That is, the TUC would use its association with the state to prevent undue influence by the employers and vice versa. This marks the beginnings of corporate bias. There is something inbuilt in an institution like the TUC or the CBI which acts as a bias towards association with the State.

The model for the association of these bodies with the state, implicitly, although never explicitly (except in the particular case of the City) was that of self-regulation. A corporation regulates itself under some sort of guidance and control from the state. That guidance and control is partly legal. It can be embodied in various forms of control but those sanctions are latent, so long as the institution behaves itself according to the general direction that the state lays down. That, of course, is an area of bargaining made complicated by the intrusion of those who set themselves against corporatism, say in 1927 or 1944 or more recently, by looking to "parliamentary sovereignty" and the law to curb overmighty institutions.

This is by no means always the dominant trend through the inter-war years. Nor is it a cyclical phenomenon, nor a catch-all to explain all events. But it had a continuous existence as an attitude of mind and practice within the institutions and civil service departments; it had, and was believed by participants to have, a direct relationship to the level of conflict in society, as well as to the economic health of industry.

It amounts to more than the pre-history of the tripartite arrangements of the Second World War, or the corporate thinking that we associate more readily with the 1950s or 1960s.

twentieth century Britain and how this relationship affects politics

or Weimar or France.

The first was that the working class organizations remained unified, unlike the trade union confederations of every other country, the TUC did not divide on political lines. Nor did the Labour Party. The Communist Party remained a small, missionary-like outpost of the Comintern. The employers' organizations also unified themselves and in this, again, they were well in advance of other European counterparts.

This had been encouraged by government during the war. In 1916 the Government helped the formation of the Federation of British Industry (FBI). In 1919 the rather more important political body, the National Confederation of Employers' Organizations (NCEO) was formed. The employers, after all, had come out of the war with a common experience and a good deal of common aims, about getting their own brand of post-war restoration.

The final point was that Government departments had either started or had developed existing linkages with the outside world, which would be extremely important in the inter-war years and in the experience of the Second World War; that is, between the Treasury and the Bank of England, and through the Bank with the City, in the financing of the war; between industry, whether FBI or NCEO, and the Board of Trade; and between the TUC and the Ministry of Labour.

Sir David Shackleton's prediction that the existence of a separate Ministry of Labour would make industrial conflict a central political issue within government itself was at least partially fulfilled and it produced developments which lasted until about 1965, when the Ministry of Labour finally turned away from its long sympathy for the trade union movement.

Thus developed a number of informal linkages; the roots of a triangular collaboration which might supplement the "old" politics of Parliament and the parties. However, these did not emerge clearly for a time, because, down to 1922, there was a more conscious direction under Lloyd George which one might call "national corporatism".

Lloyd George, I think, believed it possible to perpetuate the successful features of wartime organizations, and really to modify, radically, if not in a revolutionary way, the system of politics which had been known and failed before the war; that is, a centre party, leaving a fringe Right and a fringe Left - a centre party tied to a form of social reform which would mobilize the body politic; a *stansparat*. He failed because, when the Conservatives pulled the plug out, the Coalition fell apart. He failed perhaps before that, with the failure of social reform and the National Industrial Conference in 1919.

Lloyd George also believed in stimulating the institutions which could support such a system; in distinguishing "respectable labour" from what he regarded as the revolutionary organizations - the shop stewards' movement and the Triple Alliance (railwaymen, miners, and transport workers). And he believed also in supporting the employers' organizations to a very substantial degree. In 1921 there was a re-organization within the TUC which led to the formation of the General Council with a secretariat headed by Walter Clune; and by the middle 1920s both sides of industry had developed strong, bureaucratic central organizations. But, at the same time, Lloyd George sought the support of a third force, one whose importance the war had underlined.

Probably the most corrupt episode of modern British politics was Lloyd George's attempt to buy public opinion to support the Coalition and thus institutionalize public opinion management. After his fall, in much less corrupt days, these habits did not disappear, but became formalized, customary. By the 1920s each government department had its own Information Officer and its organization for informing a wider public.

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It amounts to more than the pre-history of the tripartite arrangements of the Second World War, or the corporate thinking that we associate more readily with the 1950s or 1960s.

The symmetrical relationship was completed in 1940

For example, inter-war governments deliberately distinguished these institutions, the TUC and the NCEO. In cases where proposed legislation affected them, it was shown to them, and even amended to please them, before introduction to the House of Commons - something which Macdonald, when he became Prime Minister in 1924, thought was most unconstitutional.

The era which one usually calls "rationalization" which followed the General Strike and Mond-Turner talks, and ran through the tripartism of 1928-1931, was really built on the Government recognizing the importance of the two sides of industry in achieving economic regeneration. This new legitimacy was accepted functionally by certain Government departments, and long before it became specific in 1940, one can see the beginnings of what was later called "sponsorship"; that is, a chain of command running from a Government department, through a particular sector of industry or labour, or indeed the whole sector of industry and labour.

One could, for instance, look at the relationship between the Ministry of Agriculture and the various Farmers' Unions, and the various Marketing Boards concerned with Empire in the 1930s. One could look at the symbiotic history of the Air Ministry and the Society of British Aircraft Constructors in stimulating what was, in the 1920s, a very backward British aircraft industry. A fairly obvious instance is that of the Treasury and the Bank of England. Equally, the Ministry of Labour and the TUC - the development of the whole apparatus of conciliation, and for example, the role of Chief Conciliation Officers.

Meanwhile, all parties appeared to

begin gradually to avoid primary conflict. Not merely did 1921 bring the end of the shop stewards' movement and the Triple Alliance, forced elimination of any serious revolutionary movement in Britain - but it brought a series of bargains among specific industries. The last open fight was over wage-cutting in the early 20s which culminated in the General Strike.

After that there was a series of arrangements which led to cartels such as the coal-selling cartels of the 1930s and the agreements within the steel industry. Both sides of industry actively searched for state aid as soon as the Depression began. They advocated this as if it were a renewal consequence of the general point about carrying out national aims which had already characterized their approach to the Macmillan Committee on Finance and Industry.

What one might conclude from the 1930s is that there was neither a capture of the state on one hand, nor was the state in control of industry. There was a sort of competitive equilibrium between the two. There was for example no other sector in which Government's need was so great as for the supply of aircraft after 1935. Yet it ran into bottlenecks of skilled labour and into the restrictive if not highly protectionist attitude of the Society of British Aircraft Constructors, and into the deep old problem that the Air Ministry had always backed the producers in order to keep the producers alive at all.

On a wider scale, when the Government began to move towards emergency organization, particularly towards the organization of a Ministry of Supply and the system of National Service in 1939, it moved with the greatest possible caution because it did not wish to upset the long-term customary arrangements which it had with employers and unions. But at this time of course the developing triangle was by no means perfectly balanced.

Behind all of this and the freeing of skilled men in the engineering industry, of course, existed a whole series of assumptions, which continued to be valid until perhaps about 1940, to do with the role of the City, the role of the pound in an imperial context, and the role of the free capital market, which had already contributed to the failure of Chamberlain's National Defence Loan.

The symmetrical relationship between industry and labour was completed in 1940. Those still alive who actually organized the Ministry of Supply or the Ministry of Labour in World War Two re-iterate the point that, even with the much greater powers that were introduced in 1939-40, their organization still depended on persuasion, on dealing with the representatives of the industry or the trade unions concerned.

In a real sense, the organization of World War Two may have been more efficient, may have been closer to perfection, but it still depended on this principle of self-regulation, with Government power held in reserve. Government understood perfectly well that the institutions of capital and labour could not give a total bargain because of their responsibilities to their own membership. So in a logical sense true corporatism was impossible.

May 1940 was a period of extreme crisis which accelerated, both in the form of a coalition Government and in the institutions as a whole, the rapid growth of contractual thinking. Ernest Bevin, newly made Minister of Labour, made substantial gains from the very beginning that these demands required voluntary concessions.

He did not wish to use emergency legislation - Order 1305, or whatever other powers existed - and promised that there would be substantial benefits for the unions in return. There followed quickly a rise in the level of agricultural wages, a beginning of the end of the casual labour system in the docks, for example, and an increase in union organization in areas where it had previously been weak. In a sense, government there was an assertion of the power of the Ministry of Labour, which went hand in hand with the system of manpower budgeting, which gave the Minis-

try of Labour primacy for the first and only time in British history over the Treasury itself - which, as much as economic circumstances, forced the Treasury to institute the system of Keynesian budgeting after 1941.

Behind this lay Bevin's long aims. The actual formal system he set up reflected his tripartite bargaining philosophy. He set up the seven-side Joint Consultative Council under his personal, benevolent, direction, and both sides were simply put on their honour to regulate themselves. The JCC coped, in very considerable harmony and consent, with the hard question of wages, dilution, production cycles, in fact the whole business of industrial conscription and mobilization which had caused such conflict in the First World War.

It went together with the system of sponsorship which resembled the line management of a modern enterprise. In tougher cases, Order 1305 was used against what, on the evidence of the intelligence services, even Bevin was persuaded were political agitators. But there was no shop stewards' movement of any magnitude (partly of course because after 1941 the Communist Party, in defence of

Political harmony was bought at the price of economic efficiency

the Soviet Union, stood in the forefront of the war effort). Overall, the cooperation of the TUC, employers and government held good.

Moreover, unlike 1917-18, as the war ended, the mood held. Though the political parties of the wartime coalition drifted apart, and avoided discussion of reconstruction, except in their own Conservative or Labour Reconstruction committees, for fear of ideological squabbles, detrimental to the war effort, TUC and BEC or FBI leaders reached a tacit understanding that the post-war settlement need not be embittered by fighting, even over the political parties' programmes.

In fact, by 1944 the majority of employers were prepared to accept a reconstruction programme which would include widespread nationalization of the infrastructure (though not the steel industry), and would include a permanent political role for the TUC, provided only - there was one proviso - that in these new nationalized industries the employer and management elite would still continue to run the state-owned enterprise.

This the TUC was very happy to concede. So, as the parties in the coalition began to divide in 1944 every time questions of ideology and reconstruction came up, the institutions of capital and labour came even closer together, a process that culminated symbolically in the 1944 Bevin-Woolton White Paper on Employment. The last moment of the political coalition (the party coalition) saw the beginning of a very long - almost 20-year - tacit collaboration of both sides of industry.

By the end of the war both in formal and real terms, something like parity had been achieved. Indeed, there was no reversion to class conflict either then or afterwards, for more than 20 years. It was a triumph for what, in the inter-war years, had been only imperfect policies of crisis government. It was but for example, into the *raison d'être* of the Cabinet Economic Planning organization in 1946-47. The Government's *Economic Review* of 1947 was to some extent written in praise of British management.

However, behind this, there has to be seen the massive growth in scope - though not necessarily in power - of the state, qualitatively and quantitatively different from that of the First World War. The peacetime government had less need of, and possibly less desire to prolong the triangle which had existed in wartime, at least down to 1947. The only point at which the Government actually leant on the two sides of industry at

all in the ten years after the war was the attempted wages policy of 1948-49-50, which preceded devaluation and which broke down under the stresses of inflation and the Korean war.

The public itself seems to have by then regarded the state as the origin of the desirable benefits of the post-war settlement and the welfare state, rather than either or each of the political parties. In spite of the conflict between the political parties, Attlee ran a government with a majority, had a programme with the ability to fulfil it, and was not dependent so much on institutional collaboration.

No more than in 1918, were the conditions ripe for full corporatism in peacetime. What they were ripe for was allowing a good deal of wartime assumptions and language and illusions to be perpetuated into the 1950s. The warning paragraphs of the 1944 White Paper on Full Employment were largely forgotten, though full employment was itself soon taken for granted. Before the mid-1950s, no voice was raised outside the Treasury to ask what price was being paid.

Of course, it is true that the political parties accommodated to the changed atmosphere after 1947; the Conservatives accepted the *Industrial Charter*, Labour set aside the most radical elements of *Let us Face the Future*. It was possible for a time to believe that primary conflict had been abolished, that ideology had ended. The system, built on corporate bias among unions, employers' organizations, civil servants, ministers of Labour with a brief like Walter Monckton to pursue consensus, was kept running smoothly by men who had gained their experience in wartime and who were able - perhaps for the last time - to forestall economic and social problems by their ability and shared experience; but who did not leave a body of successors with the same assumptions or experiences to face the more difficult conditions of the 1960s.

In this halcyon period, then, these bodies retained their position as governing institutions, beyond mere pressure groups; this was at least as much as the volition of the State as of their own memberships. It was, inevitably the minorities who suffered, the dissidents of Left or Right, the unrepresented, whether women or immigrants; those who did not share in the complicated pluralistic forms of representation which in the last resort gave the institutions their political legitimacy; above all in the inter-war years, the unemployed. But by the 1950s it appeared that unemployment too had been abolished, and there was as yet no large new immigrant community. The development of corporate bias has also reduced to a shell the nineteenth-century concept of democracy, yet as a result of short-sightedness and illusions about the permanence of the old constitution, its significance was ignored. What was taught in schools, and assumed in the press and on television, was the old fiction of "parliamentary sovereignty".

Was it worthwhile? That depends on one's assessment of the post-World War Two period, two decades of apparently painless growth in living standards, accompanied by only slight inflation, an assessment which is central to today's arguments between so-called monetarists (children of the early 1920s) and neo-Keynesians. The story suggests superficially that between 1911 and say 1965 political harmony was bought at the price of a measure of economic efficiency; that corporate bias diminished both entrepreneurial freedom and labour productivity.

Reflection must modify this attractive simplicity: employers, aided by government, tried to fight the class battle between 1919 and 1926 and failed; whereas in two world wars, (the latter probably to be reckoned the highest point of political harmony, social cohesion and economic efficiency) a system of organization was built, quite specifically, on the institutions' common interests in association with government and government aims.

The author is reader in history at the University of Sussex.

The demise of vanity

Fred Inglis looks at political values and economic decline

What must Britain do to be saved? Or, in Philip Larkin's more backward way of putting the same question, where can we live but days?

In Larkin's poem, the question brings doctor and clergyman running over the fields in their long coats. Behind them, he might have added, comes a motley crowd, some stumbling, some running with a high knee action, some sauntering along, all come to offer answers to these questions about how to live well at the present time.

But dark, dark, dark, Marxist and Liberal, politician and academic, plain blunt man and complex sharp woman, are all gone into the noisy dark. What is the babel about, and is there really no clean, well-lighted place where reasonable men and women may confer and agree about the good life? Among all the well-intentioned arguing, which will fill comfortable conference rooms in many hotels and stately homes attended by the well-paid, middle-aged, white, and fully employed, there is much to be said for asking the old Leavis question: "What for what ultimately for? What do men live by?"

The study of values - you might camp it up a bit by calling it the theory of ideology - won't tell you everything: the road is barred to the innocent idealist. But it may tell you what reasons people themselves might give for their actions.

The Marxists are right of course to say that human and market values swing right on top of each other down a changing historical river. Nothing could be more wrong than that ignorant Daily Telegraph advertisement, "Times change, values don't". It is the precise contrary which is true; values must change with the times. And yet, and yet. We all of us would want to maintain a greater continuity than utter relativism allows, and maintain it for the sake of personal identity and social intelligibility.

So we go back to history. History, after all, is simply the more or less plausible story of what has happened - which a nation may make from its memory. A nation, like an individual, looks back as the road divides into two or three new roads in front of it, and in order to decide what to do next, asks uncertainly how it got to be in such a position in the first place. And in order to learn what, indeed, people really live by, we need a kind of history which has rarely been written, a history of values. Or better, perhaps, a political economy of values.

The value epoch in which we are still living has archaeological foundations laid by the Romantics but its full-blown realization dates from 1945. The reconstruction of Europe after the war is surely one of the most wonderful of all monuments to the powers of human goodwill and the recovery of collaboration. The faithful rebuilding of Krakow, Warsaw, Dresden, Monte Cassino, Coventry is witness to many contradictory qualities, but not the least of them is love, a force hardly at all reckoned with in the human sciences. At the same time, a different order of values was invoked to justify the new political and economic forms of life which postwar Western Europe built out of Lord Keynes' ideas and the ingenious General Marshall's dollars.

The dominant values came anti-fittingly together to vindicate a novel set of freedoms and a radical individualism which had lurked in shadowy ways behind the prewar depression and unemployment still trapped in the awful structures of nineteenth-century poverty.

In a phrase, the systems of production devised by the state in capitalist society were handsomely complemented (sic) by the master-

symbols of liberal individualism. The traditional bearing of human value taken on the unalterable domains of life - on the past, the present, the future, on death itself - were measured according to the irresistible calls to prosperity, freedom of choice, personal fulfilment, independence, sincere feeling and living, civil dignity.

The articulation of values and production was richly and successfully made visible in official education. Schools at primary, secondary, and tertiary levels combined to teach that the past was surpassed but mythologized. That same education taught, and taught centrally, that personal fulfilment in the present is shaped and confirmed by our membership of a group of people at work; to have a job is the foundation of all those absolute values the individualist celebrates. The trouble is that these decently private views of the world lend themselves to hire by the culture of narcissism as immaterialized in the ads for the beautiful people. For it is a necessary truth in the political philosophy of virtue that if you celebrate individual integrity, then institutional loyalty is bound to go out of focus. The emphasis on personal dignity and sincerity can only mean that honour and goodness suffer attenuation. Freedom of choice, lived as a principle rather than a heuristic, must do down duty. The casualty of the politics of natural rights is the idea of right itself.

It is clear with increasing and harsh abruptness that these values will no longer even begin to answer to the world history we have. The elegant conjunction of liberal individualism and consumer capitalism is broken at the source. The jobs aren't there; the prosperity is gone; the globe itself has refused to be an inexhaustible bank for our depredation. Meanwhile, as a character in Raymond Williams' novel *The Edge of Paradise* says:

"The whole of public policy... is an attempt to reconstitute a culture, a social system, an economic order, that have in fact reached their end, reached the limits of viability. And then it sits there and looks at this double inevitability: that this imperial, exporting, divided order is ending, and that all its residual social forces, and all its political formations, will fight to the end to reconstruct it, to re-establish it, moving deeper all the time through crisis after crisis in an impossible attempt to regain a familiar world. So then a double inevitability: that they will fail, and that they will try nothing else."

If Williams is right, what can we expect? More riots, more Poujadiste parties, more policemen, more mass unemployment, more mass incomprehension, more punitive self-righteousness from Governments, more fortunes made by the pirates of the black-and-gold Ford Capris. And what might the intelligentsia do to avert this politics now before us?

There is after all a still powerful residue in the British polity of values such as tolerance, generosity, forgiveness, compassion. The noble decency of the National Health Service and the comprehensive school are not yet completely sold off and out to the wild bunch. What are most pressing needs are now pictures of the good life in terms of common standards and recognizable, feasible purposes - in food, in housing, in welfare, in mutual aid, in recreation, in both joy and tragedy.

The intelligentsia can't do much, but the least it can do is its job, a business left largely undone during the fat, lost years of a whole generation without sanctimony and in solid debt, a new community of values, a mild political economy of virtue.

The author is reader in education at the University of Bristol.



It is easier and cheaper for African students to study in Eastern Bloc countries like Bulgaria than Britain.

A recipe for inertia

Rupert Bristow on Government policy on overseas students

Heads of Commonwealth governments meet in Melbourne this month to discuss among other things, student mobility. At the same time more evidence has been published on overseas student fees by the overseas development subcommittee of the House of Commons foreign affairs committee. But while proposals are discussed and the latest statistics become more sophisticated and even more minutely scrutinized, the second intake of overseas students since full-cost fees came in are enrolling in British colleges and universities.

All the signs are that there will be another big drop in numbers of overseas students this year. But whether this is so or not, is the Government promising careful monitoring of overseas student numbers being carried out for any other purpose than to delay action while enabling the Government to keep Parliament informed? A conditioning process seems to be at work whereby the fruits of the monitoring process are becoming a substitute for action and the process of phasing in full-cost fees completes the desensitizing process, delaying the full impact. What does the monitoring exercise to date show and what pointers are there that a new policy is emerging?

Ministers have taken comfort from the fact that whereas earlier indications showed that non-university higher education intakes of overseas students had dropped by a dramatic 28 per cent in 1980-81, now the Department of Education and Science confidently talk about a 12 per cent drop in intakes, which is more in line with preliminary university figures of 9 per cent and 11 per cent reductions at undergraduate and postgraduate levels respectively. But, including the massive drop of 39 per cent in non-advanced FE intakes (always a good indicator of future overseas student demand for higher education), the overall intake decrease is still 23 per cent and that figure cannot be lightly shrugged off.

There have also been strong hints that the final university figures for 1980-81 were further down than earlier returns indicated. This decline may well be a result of applications for the new academic year, says the argument that full-cost fees have had a substantial effect on numbers that cannot be explained away by the increased cost of living here or by a reduction in either demand or need for study abroad. In fact Britain is the exception that proves the rule that overseas study is on the increase in nearly every country of the world.

There is more than a hint of desperation in the Overseas Development Agency's recent evidence to the Foreign Affairs subcommittee on the fact that new students from the same as British fees, declined in number in 1980-81 at the same time as nationals from other full-cost countries. To make a case out of a change from 69 to 43 students, when there is a system in Malta of automa-

tic awards to those who have a certain standard of A level results, is to make the rest of the figures given seem very telling indeed: new students from countries with the greatest claim to special treatment, Mauritius and Cyprus, were down by 52 per cent and 26 per cent respectively.

Even more disturbing, perhaps, is the continual refrain by ODA ministers and officials in giving evidence to the select committee, that 10,000, 13,000 or even 15,000 of the total number of overseas students (put at 70,000 in the written evidence, 80,000 in oral evidence) are funded under the aid programme. The deception arises from the fact that the ODA funded students are counted over a period of a calendar year rather than an academic year and many are anyway on short courses of only a few months. Thus students starting in different academic years may be counted in the ODA figure, the overall statistics because they are on short courses, often as trainees in industry. The practice was exposed some years ago in the report by World University Service, *British Aid to Overseas Students*, yet the error is still being perpetuated, with a consequent twofold exaggeration of official support.

If the Government were sincere in continuing to welcome overseas students to the United Kingdom and were genuinely seeking to replace an indiscriminate subsidy with a discriminating one, new selective schemes of assistance would have been phased in as the subsidy was being phased out. But we are now into the second year of full-cost fees and there is nothing of the kind being implemented. Indeed, official schemes are barely holding on to pre full-cost fee levels: the DES/Committee of Vice Chancellors and Principals fees support scheme, the one genuinely new programme of Canadian students cashing in on the Government's candid wish to see vital research projects continue: the ODA/British Council fee support scheme, in its present restricted form not only limited to postgraduates but also to those already on course, attracts fewer students than in pre full-cost fee days and ODA would like to drop rather than modify the scheme; and official government to government awards, along with another postgraduate preserve, the Commonwealth Scholarship and Fellowship Plan, are to be given a boost, but only to bring them back to 1978 and 1979 levels.

So, EEC students and refugees apart, an indiscriminate removal of the £100m-£150m subsidy remains, leaving foreign government programmes, private overseas students

at undergraduate level and below, and recently arrived immigrants in the cold. Quite understandably, Zimbabwans and Ugandans among others are going in large numbers to the Eastern Bloc, where scholarships are being offered like confetti, to the USA, Canada and now Cuba. Immigrants are not so lucky as like opportunities are not open to them and they must kick their heels for a frustrating and unnecessary three years before being allowed grants in many cases, even home fees. Time is running out for all these groups if the diversion of overseas students to these countries is not to become irreversible and the disaffection of disadvantaged groups here now is not to grow alarmingly.

Whether any commitment given by the British Government at the Melbourne 'summit' will be more than agreement in principle is a Commonwealth plan is more problematic. Of course money not set for the ODA fee support scheme (probably around £400,000) could be committed, but there are strong arguments for this to be used towards a revamped fee awards scheme geared to private overseas students, for whom the programme was devised in the first place. But if the aim is to appease overseas government pressure and break with any scheme devised in better days, perhaps the best we can hope for from Melbourne is added impetus to the options for future policy currently being examined in the wake of the Overseas Students Trust's book *The Overseas Student Question - Studies for a Policy* and an added authority to the FCO's voice in the interdepartmental discussions about the issue.

There is a further test of the Government's approach to overseas students. The proposal to phase out overseas students for received in the UK has already been delayed. The Commonwealth is likely to be particularly hard hit if its policy is implemented, as only New Zealand and Malta have reciprocal arrangements with Britain, and the issue is therefore likely to come up in the context of student mobility at Melbourne. Pragmatically, the dropping of the idea by the new social services secretary would be a practical move, particularly as the practical difficulties are proving almost insurmountable. But if the measure is seen as the first stage of the gradual introduction of an insurance based of insurance supplemented health service for all, then dogma may overcome administrative realism.

Mrs Thatcher's refusal has ensured changed in the health service. Interlarded posts concerned with overseas students in FCO and DES. These ministers may be less wedded to a policy of monitoring for its own sake and be prepared to turn the copious constructive criticisms and policy proposals that have been made into a new deal for overseas students. There is no shortage of schemes, only the will to implement them.

The author is executive secretary of the United Kingdom Council for Overseas Student Affairs.

BOOKS

Defining 'the separate domain of law'

by Simon Roberts

H. L. A. Hart
by Neil McCormick
Edward Arnold, £9.95 and £4.95
ISBN 0 7131 6333 X and 6334 8

It is fairly claimed in the preface to this book that no one has done more than Professor Hart "to restore legal theory to a central place in the study of law". This restoration was achieved virtually overnight with the publication of *The Concept of Law* in 1961. As a law student of that time I well remember how quickly the news of this book spread and the transformation it brought about in the study of jurisprudence. From being a dreary compulsory subject which most of us endured as best we could, it became a topic of general conversation even among the least enthusiastic students. Books which become popular with students often fail to achieve a similar success with their teachers, but this has not been the case with *The Concept of Law* or with Hart's other work. A very large body of writing has been stimulated by him, much of it explicitly directed towards the criticism, modification and perfection of Hart's own theories. If some of this writing, particularly in the area of analytical jurisprudence, has become the specialist concern of a tiny elite, with something of *Das Glasperlenspiel* about it to outsiders, this has in any case emphasized the clarity and accessibility of Hart's own work.

MacCormick's book begins with a terse biographical sketch, but is primarily an exposition and criticism of Hart's work in the area of legal theory. As a former pupil and colleague, MacCormick is openly affectionate and sympathetic, concerned to protect the master from undeserved criticism, strengthening the weak points and developing the strong ones. Overall this is successfully done in a book which, at the very least, provides an attractive and well written introduction to the main themes of Hart's work. But (perhaps inevitably) given how close MacCormick's position is to Hart's at several critical points, the uncommitted are unlikely to be won over entirely by the explanations, reformulations and developments which he offers.

Hart's theory of law lays central emphasis on rules. These are shown as falling into two categories, one of which is made up of "primary rules" imposing obligations. The distinguishing mark of such a rule is the seriousness with which it is taken within the society: "Rules are conceived and spoken of as imposing obligations when the general demand for conformity is insistent and the social pressure brought to bear upon those who deviate or threaten to deviate is great." (*The Concept of Law*, page 84) MacCormick sees this emphasis upon the perception of, and response to, rules as a novel and crucial feature of Hart's theory; I return to this point later. These primary rules do not alone constitute a legal system; they must be supplemented with "secondary rules" making it possible to identify what the primary rules are; rules of change providing for the alteration of primary rules when the need empowers certain people to determine whether on a given occasion the primary rules have been broken. Hart also recognizes that a plurality of penalties where primary rules are violated, but he does not treat the provision of coercive sanctions as a necessary and defining feature of law.

MacCormick gives his general approval to this conception of law, but concedes some of the defects which earlier critics have drawn attention to. Chief among these, what he describes as Hart's under-

statement of "the importance in law of principles and other standards of conduct which do not belong within the class of rules" (page 27) Here he echoes Dworkin's widely discussed critique, although he differs somewhat from Dworkin in the remedy proposed. Certainly, it is important to recognize the interplay of rules and higher order principles but this seems a rather obvious point and one which Hart's position can readily accommodate. To the outsider, it is difficult to see that Hart deserves all the stick he has taken over this issue or that his critics were being particularly clever in raising it.

More questionable, perhaps, is the view (which Hart on the whole got away with) that law is crucially an affair only of "ought" propositions (whether we confine these to "rules" or choose to include other normative material). While his approach is attractive at first sight, as it appears to dissociate the model from parochial institutional content and invest it with considerable value for cross-cultural purposes, the escape is illusory because the categories of secondary rules imply, and require, the presence of legislative and judicial agencies. MacCormick recognizes this by implication when he seeks to perfect Hart's theory by representing as one of law as adjudication. Although he introduces this modification lightly, he appears a long way from Hart when he concludes that "the development of adjudicative institutions in societies is precisely what marks off the separate domain of law." (page 136) Nevertheless, this seems a realistic position to take; and he might have gone on to draw in the historical link between the presence of centralized government, judiciary and enforcement agencies. While the "command" theory of law does appear simplistic, Hart's efforts to get away from it led him to underplay the extent to which the development of a differentiated legal system involves some people telling others what to do and if necessary using force in making sure they do it. In short, the link between law, the state and centrally administered sanctions is a far more obtrusive one than Hart's theory allows for.

One central question, raised by any reading of *The Concept of Law* and recognized by MacCormick, concerns the relationship of this work to the social sciences. Hart himself (see *The Concept of Law*, page vii) says that the book may be regarded as an essay in descriptive sociology, and claims cross-cultural applicability for his theory. But how far does he escape from the parochial perceptions of the scholar-lawyer in such a way as to examine his own legal institutions and ideas from the outside or to say things which may have relevance for other cultures? We must ask this question, even if only out of caution, as Hart is a lawyer by training who spent the first eight years of his working life as a practising barrister and is thus a creature of the specialized sub-system of our society which he submits to examination. MacCormick endorses Hart's claim at the beginning of his preface when he writes that if his own book has a particular message,

it is a message about method in legal study. Law is an aspect of human society, and human society is a society of persons whose activities and institutions are understandable only through interpretation of their meaning to those engaged in them. The method of understanding legal and other human institutions by reference to their meaning from an insider's or an 'internal' point of view is central to Herbert Hart's work.

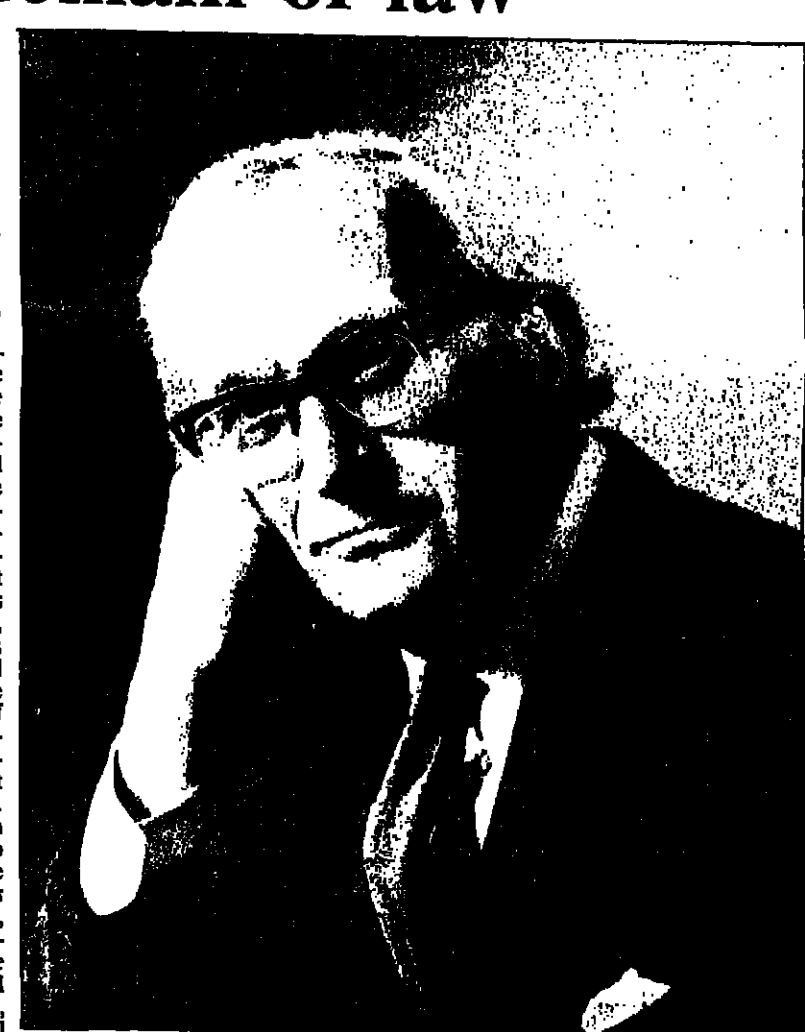
MacCormick then goes on to note that central to Hart's position is the idea that legal rules share with any other social rules an "internal" aspect, which resides in the attitude of social actors towards them. The recognition that "law" is an affair of

the "ought" propositions floating about in the heads of men and women as well as a matter of observable regularities, of people like kings telling other people what to do, and of strong men in positions of authority ready to deal with them if they refuse, is surely an important one; but it is scarcely "new and original" as MacCormick claims (at page 30). If this notion really had been overlooked in legal theory to the extent which MacCormick implies, things were in a bad state.

MacCormick, following other writers, labels Hart's approach as "the hermeneutic method", but it must be doubted whether his concern for the actor's perception of rules really justifies the claim that he has escaped from a normative to an interpretive paradigm; social order for Hart remains very much a matter of compliance with rule rather than the by-product of human interaction. But even if we accept that Hart does follow an interpretive approach, MacCormick's elucidation of Hart's method would still leave some social scientists with worries. Clearly, we can all agree that an appreciation of the meaning which people in a society attach to their activities and institutions constitutes an important stage in understanding that society. However, MacCormick's formulation of the hermeneutic method seems to go beyond that to suggest that the actor's perceptions by themselves provide us with exhaustive access to, and total explanation of, the activities and institutions concerned. If he and Hart really do mean this, and I doubt whether this is Hart's position, their escape from a parochial lawyer's view is seriously incomplete.

We learn repeatedly in the social sciences (from anthropologists' explanations of their efforts to understand primitive societies, from sociologists' attempts to get to grips with "ideology") that an understanding of the actor's perceptions cannot on its own be enough; we have to move beyond the "folk system" to the level of analysis. The scholar-lawyer is particularly open to the danger that he will change one of the folk systems of his own society into an analytical system and give it wider application than its merits and usefulness allow." (Bohannon, *Justice and Judgment among the Tiv*, (page 5). Furthermore, where the actors we are concerned with happen to be lawyers, we must remember it as an ancient complaint of other social scientists that lawyers offer their own perceptions of their activities as complete and satisfactory ones.

One very unsatisfying part of Hart's work is his treatment of "primitive" societies. These are quite prominent in *The Concept of Law*. There is throughout the assumption of an evolutionary movement "from the pre-legal into the legal world" (page 91) and comparisons are drawn with the "small community" of kinship, common sentiment, and belief. (page 89) Despite this, the other kinds of society which Hart has in mind remain shadowy, and as MacCormick acknowledges, is often not really clear whether he is talking about "models" which he has constructed artificially by working back from the English legal system, or whether he is talking about those small-scale societies which had, even in 1961, been rather extensively described in the literature of social anthropology. However that may be, there are moments in *The Concept of Law* when it is clear that he is talking about what is the case in primitive societies but has not read the literature on them very carefully. For example, if he had looked seriously at Malinowski's *Crime and Custom in Savage Society* (1926) he would have seen that it took more than the "general attitude of the group towards its own standard modes of behaviour" and "diffuse social pressure" to hold these societies together. There the nature of the controls present in stateless groups is carefully spelled out by Malinowski.



H. L. A. Hart

The difficulty appears to be that Hart, along with many other jurists and political theorists who have spent their lives in societies with centralized government, cannot quite bring himself to believe that other societies can hold together without that sort of apparatus. Thus he notes that "it is, of course, possible to imagine a society without a legislature, courts or officials of any kind" and that "there are many studies of primitive communities which claim [my italics] that this possibility is realized." (page 89) Then in a footnote to the same page a grudging recognition is smartly withdrawn when he asserts that "few societies have existed in which legislative and adjudicative organs and centrally organized sanctions were entirely lacking." A fairly cursory examination of the literature would have revealed this last statement to be incorrect. It is sad that MacCormick does the same thing when he "returns in thought" to the legal world and considers "analytical" examples of village elders judging disputes (pages 111-114). Maybe these are just hypothetical models, not intended to have anything to do with what "primitive" societies are actually like; but I suspect that MacCormick would never have used them had he known that elders in stateless societies appear very seldom to have made third-party decisions but to have confined themselves largely to mediatory activities. Many outside the discipline feel there is a touch of

arrogance in the freedom with which scholar-lawyers invoke other cultures without trying to find out what these are really like.

This book is the first in a series entitled "Jurists: Profiles in Legal Theory", edited by Professor William Twining of the University of Warwick. Studies in the series are intended to be "sympathetically critical", to be "reflective essays rather than... comprehensive monographs"; and "anyone who has made a significant contribution to legal theory, broadly conceived, is included in the definition of a jurist". It is a tribute to the editor and to Professor MacCormick that subsequent volumes must be eagerly awaited. An obvious subject for number two would have been K. N. Llewellyn, but Twining himself has shut that door with an excellent monograph elsewhere. A rough list of the kind of people who might appear in the series can be found in the editor's general preface. This rightly includes such names as Marx, Weber, Hayek; but where is Malinowski? Surely he is a vital figure, as we can trace back to him the beginnings of that shift from a normative to an interpretive approach in legal theory which is partly visible in American Realism and which MacCormick claims as a key feature of Professor Hart's work.

Simon Roberts is senior lecturer in law at the London School of Economics.

Weidenfeld & Nicolson have published a second edition of *Government and Law: an introduction to the working of the constitution in Britain* by T. C. Hartley and J. A. G. Griffith, the first edition of which appeared in 1975.

The book emphasizes the way law operates in practice, and the interrelationship between law and politics. The discussion of legal concepts is illustrated from important cases. The authors adopt a critical approach to the law, suggesting lines along which reform might take place. They discuss the mass media and the common law, and the main institutions of British government.

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BOOKS

EDUCATION

The public
image**The Public School Revolution:**
Britain's independent schools
1964-1979
by John Rae
Faber, £6.50
ISBN 0 571 11789 9Come 1984 and the next Labour government, and the history of the public schools will virtually have become archaeology. If that does happen, this book will offer a useful chronicle of the closing decades of a social institution which an angry *New Statesman* writer in 1964 identified as 'the greatest single source of the present British malaise'.

Dr Rae has been headmaster of Westminster since 1970 and was chairman of the Headmasters' Conference in 1977. The meatiest parts of his book are his central chapters on what he calls the 'revolution', the set of developments which transformed the image and the fortunes of these schools at a time of horrific fee increases and in the face of the increasing hostility of the Labour Party. Bullying, fagging, prefectorial beatings, compulsory chapel, games and cadet corps, and most of the 'barbarities and absurdities' long regarded as central to the public school ethos, were abandoned or curtailed; a new unity across the whole independent sector was forged; and proper mechanisms for public relations were developed.

Dr Rae is well placed to describe how most of these internal changes, at least, emerged from this crisis of the late 1960s, when 'overnight, schools went sour'. But he has problems with his terms of reference, slipping between overlapping and ill-defined categories of 'public', 'independent', 'Great', 'prestigious' schools, and in general using the term public schools to mean what he wants it to mean when it suits his case. Remarkably few schools are actually named; rather, in the manner of a colour supplement article, he hears that 'One headmaster said...'. As Dr Rae himself puts it in chapter six, the inclination of public school headmasters to present bland generalizations as acknowledged facts has not changed.

In improving their public image in this period, the schools have been helped by a vibrant interest among the media. One or two over-famous episodes in the *Radley* television series horrified Old Boys, but for the mass of the viewing public they merely served to underline the honesty of a series to which *Grange Hill's* depiction of a fictional comprehensive offered a chilling contrast. Dr Rae rashes pronounces the demise of the public school novel, but the enormous appeal of the recent *To Serve Them All My Days*, based on the archetypal backwoods public school, suggests much remaining mileage for the genre.

As the schools became more relaxed and informal in their lifestyle, and in many cases more co-educational, they also became more ruthless and singleminded in their pursuit of academic success, even if it involved modifications in the traditional curriculum, with Latin verse giving way to computer programming. Their new academic drive was to be of even greater significance than the liberalization of their boarding regime, for it coincided with the attack on academic selection in the state education of a 'comprehensive' ideology without provision of adequate time, money, plant or human resources. After the failure of the Public Schools Commission (Labour's misbegotten attempt to solve the problem by integration) the Party moved in 1973 for the first time to abolition. What Dr Rae fails to tell us is that the Labour Shadow Education Secretary, Roy Hattersley, was, as the husband of a comprehensive school head, uniquely placed to

know that the product of the new botched-up system would be unsalable in competition with more academically successful schools, so there was a real urgency behind the new call to create a state monopoly of schooling. Amazingly, Dr Rae commends instead of refuting the specious abolitionist case made out by Hattersley at Blackpool in 1973, which, tricked out with some patently bogus statistics, was again to be the basis of the Party's latest policy document in 1980.

In pre-revolutionary Russia a leading role was played by the conscience-stricken intelligentsia, feeling guilt about their privileges. Dr Rae is a leading representative of a comparable species, the conscience-stricken public school head who, with virtually no direct experience of life in a state school, feels inhibited by his public school code of politeness when it comes to describing qualitative differences between the independent and the maintained sector. He refuses to discuss whether the parental dissatisfaction within the maintained system which has caused the survival and expansion of the independent sector since 1964 was in any way justified. At most he will refer to the 'real or imaginary weakness' of the maintained schools, and we are not told whether those parents who have begged themselves in the hope that they were buying guaranteed academic results, guaranteed standards of behaviour, or a guaranteed degree of staff commitment, or because they wanted more parent-involved schooling and a real freedom of choice, might actually have been right.

It is good to have a leading public school headmaster who writes with such obvious relish for the role of *enfant terrible*. But it is odd to find an entrepreneur who appears to have so little sympathy with the motives of his customers.

John Honey

John Honey is professor of education at Leicester Polytechnic.

Mixing
abilities**Beachside Comprehensive: a case study of secondary schooling**
by Stephen J. Ball
Cambridge University Press,
£20.00 and £5.95
ISBN 0 521 23238 4 and 29878 4There is now a growing literature of case studies of individual schools, and Stephen Ball's *Beachside Comprehensive* documents a critical stage in one school's development.During the 1970s reorganized schools faced a problem over their grouping policy. If a clear break was to be made with the selective system previously in operation, then logically there should not be rigid streaming by ability. Yet secondary teachers had not been trained to cope with heterogeneous groups containing a very wide spread of ability from the highly able to the barely literate. *Beachside Comprehensive*, a ten-form entry school, compromised initially, like many others, with a system of broad banding which had four parallel forms in band one, four in band two and two parallel remedial classes. Ball documents the subsequent transition to a system of mixed ability classes.The style of Ball's inquiry is similar to the seminal case studies of *Lumley Secondary Modern* by David Hargreaves and *Highbury Grammar* by Colin Lacey. The author spent several months in the school as a participant observer, collecting information through classroom observation, interviews, completion tests, as well as data from school records on social class, intelligence, exam results, friendship choices, detentions received, and analysing a much wider range of sources than in many case studies.

Through detailed accounts of individual classes Ball shows how pupils in the various bands become stereotyped by the teachers, and describes the particular problems posed by disruptive pupils in band two, where four girls in the same clique

received between them over a quarter of the detentions given to the class.

It was in large part the hope that misery would be spread more evenly, and thereby diminished, that motivated the staff to opt for mixed ability classes. Ball gives examples both from staff discussions and interviews to portray the change taking place, and his extracts from lessons in various subjects reveal how teachers reacted in quite different ways to the change. Some ignored it, unable to shake off the three-band schema with which they had operated for so long, and streamed within the class; others, notably the English teacher, saw themselves as the trend-setter who had pressed for reform and pioneered new teaching methods well before the changes had occurred.

One disappointment for those who hope that comprehensive reorganization and mixed ability grouping will break down social barriers and lead to greater friendship between people of different social classes is that Ball, like Ford in an earlier study in 1960, found no increase in social mixing, though there was less antagonism between pupils of different levels of achievement than there had been under the banding system.

Although this case study is of one school in a seaside resort, it is striking how many of Ball's findings are confirmed by larger-scale surveys, such as those conducted by Hill. Ball notes the failure of most teachers at *Beachside* to change their teaching style from the 'transmission of knowledge' mode they had employed when teaching broad band. The 1978 HMI paper on mixed ability teaching, based on observations in several schools, commented that whole class teaching, 'was often over-employed... to a point where the wide differences between pupils which existed in mixed ability groups were seriously discounted'.Exactly the same can be said of *Beachside's* over-emphasis of examination results, a major criticism of secondary schools in the 1970 secondary school survey, or the distance to mixed ability teaching by maths and French teachers, though reported in other studies. Though the author too readily explains this last point in terms of academic elitism by the teachers concerned, rather than the nature of the subjects.Quite a number of interesting methodological issues are raised by this study. On the whole the judicious mixture of qualitative and quantitative methods is skilfully handled by the writer, though he is occasionally a little cavalier with his quantitative data. Ball also notes the excessive adulation of the *guard* of the genre which often spoils case studies; he has the good sense merely to genuflect in their direction and then get on with his analysis.

The whole question of objectivity is raised by the case study. The reader is totally dependent on the researcher to choose exemplary quotations or incidents in a balanced way, so that several possible interpretations are explored. Even the well-used process of triangulation, whereby several 'informants' are interviewed so that a complete three-dimensional model is assembled, is not without hazard. Presumably 40,000 home spectators at a football match might all report on the referee's defective eyesight and different slow-motion replay would reveal their collective bias.

The change to mixed ability teaching was probably the most perplexing and exacting grassroots innovation in the 1970s. Ball's very detailed study of the process is a model of what a single researcher can reasonably be expected to do as a participant observer in a busy school, and it will frequently be quoted as an authoritative study.

E. C. Wrang

E. C. Wrang is professor of education at the University of Exeter.

John L. Clarke's *Educational Development: a select bibliography* is published by Kogan Page at £12.00. Covering many aspects of work on improving teaching and learning, it is the first international bibliography on this subject.

BOOKS

EDUCATION

Individual
style**Styles of Learning and Teaching: an integrated outline of educational psychology for students, teachers, and lecturers**
by Noel Entwistle
Wiley, £17.00 and £6.95
ISBN 0 471 27901 3 and 10013 7

Professor Entwistle's introductory textbook is written largely around his active interest in cognitive styles in learning and does not, as he is the first to admit, aim to compete with more comprehensive textbooks of educational psychology. Indeed, in order to gain a good view of the recent literature, the student is advised to read this book in conjunction with a more conventional textbook.

I think this advice underestimates the importance of Entwistle's book, because the difference between it and the conventional textbook is not merely one of breadth of approach. The usual introduction to educational psychology has all the appearance of having rolled off an assembly line. The categories of behaviour that any account must deal with - concept formation, learning, social development, for example - seem to be attached as the manuscript passes by, and the finished product is lavishly fitted with the accessories of photographs, telling captions, and boxed extracts from significant works.

By comparison, the present book is clearly the work of one man whose concerns have determined the development of a coherent thesis, namely, that we must respect individual differences in the ways that children and adults learn as the very foundation of the subject. That individuals differ is not a matter to be discussed after the educational psychologist has established the laws of development and learning to which teaching must somehow accommodate, for the knowledge of individual differences must itself guide the practice of teaching: 'the existence of widely different learning styles', Entwistle argues, 'prevents there being any possibility of any single "correct" way to teach or to learn'.

Moreover, he holds that the relation between theory and practice is not a direct one. There is no automatic translation of the principles of child development and learning into the practice of the classroom: to be set alongside the individual characteristics of the child is the art of the individual teacher. Such views lead to a book which could, to be sure, be read in conjunction with a conventional textbook, but doing this could cause the reader to challenge the current orthodoxy that educational psychology is a sort of military science in which educational targets are clearly identified and techniques of instruction, soundly based upon empirically supported generalizations, fired at them.

To what extent is the integration of cognitive psychology, individual differences in cognitive style, and educational practice achieved? As to the first, the early chapters on approaches to thinking and on problem solving are excellent accounts of what I believe, no more than an historical background, and the long extracts from past masters may put students looking for the 'latest information'. One is left with the impression that recent work in cognitive psychology does not connect too closely with the author's interests.

His review of studies of memory and of students' learning strategies - his own work and that of Park, Marton, and others - leads to a view of individual differences which, though a number of factors are identified, is essentially contrasted as a 'deep' approach, in which the learner aims to understand the material as a whole and is intrinsically motivated to 'do so', with a 'surface'

approach, which is associationist, sequential, and guided by extrinsic motivation. The manner in which the author gathers together the evidence for this model is convincing, but, as he points out, many cognitive style dimensions have been proposed and any conclusions are necessarily tentative. Why then, it may be asked, should we accept one particular synthesis rather than another?

The book then proceeds to suggest an integration of psychology and education through a model of teaching and learning which identifies relationships between student characteristics, teacher characteristics, the nature of the task, and level of outcome. It is, presumably, the perceived task of educational psychologists to do just this, and Professor Entwistle does it well. For my part, I never quite know what to do with these flow diagrams, and I suggest that they are perceived by many teachers as the equivalent of a satellite picture of the classroom, just too far from the madding crowd.

Professor Entwistle has successfully demonstrated in this book that styles of learning and teaching is a topic which deserves a central place within educational psychology. He has done this in a style that captures the excitement of research in this area and which is always clear and to the point. That the integration of educational psychology is still a task for the future can only be seen as a stimulus for those who take a 'deep' approach to the subject.

Neil Bolton

Neil Bolton is professor of education at the University of Sheffield.

Moral
issues**The Parochialism of the Present: contemporary issues in education**
by G. H. Bantock
Routledge & Kegan Paul, £8.95
ISBN 0 7100 0746 9**Education, Society and Human Nature: an introduction to the philosophy of education**
by Anthony O'Hear
Routledge & Kegan Paul, £7.95 and £3.95
ISBN 0 7100 0747 7 and 0748 5

G. H. Bantock's latest collection of papers covers such matters as the misguided over-reliance on 'discovery methods' in some schools (for which Rousseau takes a lot of the blame), the evolution of the ideal of liberal education, the defence of the centrality of the arts in education, student power and the baneful effects of egalitarianism on education and culture.

The convictions which underlie these papers are that 'it is time we recovered a sense of history' and 'it is time we recalled a literature as a central energizing force in the examination of our social and moral problems'. As the title essay makes plain, Bantock's sympathies lie with Renaissance humanism with its emphasis on 'imitation', the achievement of *sprezzatura* or graceful style, and the subtle use of language for the communication of complex meanings.

These sympathies imply that Bantock is not enchanted by social science which tries to model itself on the pattern of natural science because its reductionism is fundamentally dehumanizing. In his essay 'Literature and the Social Sciences' he enjoins interpretive sociologists (with whom he has some sympathy) to learn from the art of great novelists such as Henry James in the belief that they share the common aim of 'searching for social meaning in a commonsense world'. Whether or not this exhausts the sociologist's legitimate task is a matter Bantock does not examine.

Bantock exemplifies what he has in mind in his essay 'The Death of Bazarov'. In which he uses Turgenev's *Fathers and Sons* as the basis for attempting to understand student revol. One of his theses is that the phenomenon is best understood as a conflict between generations, exacerbated by what Lewis Feuer calls 'deauthorization' of the

older liberal generation. Consciously self-assertive students searching for certainties inevitably take 'a grossly oversimplified view of the human situation'. He advises university administrators - 'fathers' - not to abdicate their responsibilities but to go out of their way to involve students in practical unionist politics in an avowedly paternalistic educational exercise in realism with a view to integrating them into the community. The absence of any discussion of the validity of some of their causes (Vietnam, nuclear disarmament, and so on) gives this essay a remarkably cynical flavour.

As for equality, Bantock is against it, and in favour of the preservation of a conscious cultural elite (here drawing on the work of T. S. Eliot). The first part of his thesis is that both the equality of opportunity demanded by meritocrats and the equality of outcome demanded by more radical egalitarians impel schools towards an increasingly uniform curriculum. The assumption that this provides the same educational experience for all children is rejected on the grounds that they will see and respond to the 'same' curriculum in radically different ways depending on family culture and differences in hereditary endowment - environmental optimism is perpetually dismissed by reference to the work of Eysenck, Jensen and Burcher. This desire to establish a common curriculum must inevitably lead, he claims, to the levelling down of the culture of the school. The curriculum should be differentiated to suit children of different abilities and socio-cultural origins - a message that most liberals and modest egalitarians will find hard to take.

It is good to have an engaging conservative educational thinker in our midst. However, this thought is somewhat modified by my impression that for Bantock, having a sense of history means that 'the best that has been thought and said' (why leave out 'done'?) was thought and said a long time ago (most of it in the Renaissance) and that things are just going from bad to worse. Castiglione (an author Bantock much admires) begins Book II of *The Courtier* with some reflections on those who think like this. Whether they apply to Professor Bantock, I do not know.Anthony O'Hear's *Education, Society and Human Nature* has an imposing title which is rather belied by the subtitle - *an introduction to the philosophy of education* - and, as the author admits in his preface, 'an introduction to the philosophy of education can hardly avoid being at the same time an introduction to philosophy itself'. At this level it is inevitably fairly selective (especially if, in 162 pages of text, the author aims seriously to make contributions to current debates) and rather uneven in difficulty. The early chapters, in which O'Hear defends his conception of liberal education against objections, are such as to be comprehensible to hard-pressed BEJ students without any prior philosophical education. However, the chapter on learning and teaching (which includes discussions of relativism, the problem of translation and forms of life) and the chapter on education and society (which contains critical discussions of positive discrimination and Bantock's elitism) will prove more arduous.

The book lies in the mainstream of British philosophy of education, though O'Hear is by no means uncritical of its chief sources - Richard Peters and Paul Hirst. The chapter on moral education attempts to shift the centre of attention from the paradoxes of moral education (autonomy versus authority, reason versus habit) to a consideration of what it means to be a person in a moral community. This is commendable but requires a fuller exploration than can be offered in an introductory text. Indeed, it is questionable whether the philosophy of education needs another introduction. If anything, it suffers too much from the parochialism of its recent past.

Grenville Wall

Grenville Wall is senior lecturer in philosophy at Middlesex Polytechnic.

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BOOKS

EDUCATION

Politics in the classroom

Perspectives on the Sociology of Education: an Introduction
by Philip Robinson
Routledge & Kegan Paul, £4.95
ISBN 0 7100 0787 6

Contemporary Theories in the Sociology of Education
by Jack Demaine
Macmillan, £15.00 and £6.95
ISBN 0 333 23448 0 and 23449 0

Although covering much the same ground, these two books do so from different viewpoints, and come to different conclusions. Dr Demaine offers a strictly academic thesis which ends with an assertion of political faith. He is a socialist and for him the task of educational sociology is to make straight the path of the coming egalitarian utopia. Philip Robinson, on the other hand, offers a stylish textbook in which he conducts us conscientiously through the literature but leads gently yet firmly to his personal conclusion about the need for eclecticism in appraising the value of educational sociological theory and research.

Robinson argues that there are several equally valid sociological perspectives, each of which has different implications for educational theory and practice. Durkheim and Parsons in their individual ways, for example, were largely concerned with problems of social order and its maintenance under the pressures of disruptive forces. Social stability for them was generally desirable and hence educational effort ought to be directed to maintaining that stability. Durkheim, of course, was much more of a moralist than Parsons or any other structural-functionalist and one of his principal concerns was to improve the quality of social life in France after the political disaster of 1870. Parsons, on the other hand, concentrated more on analysing the ways in which social systems are organized to resist change and to continue carrying out their vital social functions.

Other sociologists, however, have chosen to study the ways in which individuals and groups seek to control their social world and by so doing to assert their essential uniqueness and autonomy. These theorists believe that those who focus on the problem of control tend to dehumanize people by regarding them as almost entirely socially determined in their attitudes and behaviour. These two apparently conflicting views are, according to Robinson, really complementary and any complete sociology, whether of education or crime or any other social phenomenon, must be based on a combination of these perspectives.

Philip Robinson's book has the virtue that it moves from theory to the concrete details of classroom practice. He discusses the processes of primary and secondary socialization in school and home, examines schools as organizations, and the now very familiar relationship between social class and educational opportunity and attainment. Robinson calculates that education produces neither a meekly compliant nor fully autonomous individuals, the truth lying somewhere between the two.

Jack Demaine, unlike Robinson, is in no doubt about what "good" education should be doing and what its "true" purposes are. His objective is to show the "serious theoretic limitations" of most. If not indeed of all, well-known educational theories and theorists. He criticizes traditional approaches as severely as the more populist ideas of Marxists and the radicals. The ghost of Durkheim is laid, Parsons put in his place, Schutz is indicted for not having provided

"the means for assessing the political character of education". Bernstein's forays into sociolinguistics are rejected with Althusser's general theory of ideology and M. F. Young's insistence that education necessarily imposes meanings of a political nature on its recipients. Real Marxist theory, Demaine asserts, is largely ignored by educational reformers, while the radicals' challenge to the establishment in the shape of trying to change teachers' consciousness consists in the main of empty slogans and loose rhetoric rather than serious social analysis. Ivan Illich's de-schooling thesis is seen as largely irrelevant to the true cause of socialist education, and, as the William Tyndale affair demonstrated, ultra-radical ideas about schooling can actually work against greater democratization.

Demaine is surely right in many of his criticisms and strictures. His point that educational reform cannot by itself advance the cause of political socialism very far is valid. If one wants a socialist democracy, and probably only a minority of intellectuals do, then the role of education is to contribute to and to secure those conditions in which "informed political debate" can take place. He is right too in insisting that democracy does not equate with socialism. Those who desire socialism and those who do not will do well to study this book and to ponder on its implications for educational policy and practice.

J. B. Mays

J. B. Mays was until recently Eleanor Rathbone professor of sociology at the University of Liverpool.

Academic records

History of Universities
volume one: Continuity and Change in Early Modern Universities
edited by Charles Schmitt
Avebury, £16.00 (to universities), or £12.00 (to individuals)
ISBN 0 86127 051 7

Even subscribers to *The Times Higher Education Supplement* may not be aware of the extent of research which is now devoted to the history of universities. It has become a branch of study. If Oxford has a reader in the history of the university, Padua publishes a journal devoted to its own history.

It is partly founded on traditional instincts. The nostalgic loyalty which long-lived institutions inspire in their members is united in academic minds with the instinct to publish documents and investigate origins. V. H. H. Green's recent and massive book, *The Commonwealth of Lincoln College 1427-1977*, which is singled out for praise in the volume under review as a successful attempt to modernize the traditional college history, is an outstanding example of a wide-spread tendency.

But local piety now provides the research materials for the historian of ideas and the development of that branch of history, becoming reasonably respectable even in British universities, has naturally entailed an awakening of systematic and comparative interest in the history of universities. Naturally, because universities are for the most part the only institutions devoted to ideas, they can boast a continuous existence in the western world since the twelfth century and they provide a framework of continuity which makes historical writing manageable. *History of Universities*, a new hardback annual, the first general periodical in this field, now acts as a focus for research and speculation. Its editors have sensibly decided to produce a volume loosely unified by a theme. The articles in this volume nearly all relate to the period 1500-1700.

Most of the contributions are the products of minute research. Anthony Grafton examines annotations on classical texts by a student at the University of Paris in the 1570s. He is able to reconstruct from them the content of a lecturer's

courses, showing an interest in the aesthetic and a very poor appreciation of poetry. R. J. W. Evans has delved into the Bodleian Library's holdings of early German university dissertations. (40,000 were purchased in one lot for £332 in 1827 — the mind boggles.) He uses them to demonstrate that the German universities in the half-century after the Thirty Years War were not as intellectually feeble as they have been thought to be and that the foundation of the new pietistic university of Halle was not as epoch-making as legend holds.

Other articles are more generally concerned with the flow of ideas, the interaction between education and thought. Does any general picture emerge? If there is one, it is a picture of intellectual conservatism. One name appears far more frequently in these pages than any other: Aristotle. When the scholar of Salamanca tried to defend the human rights of the South American Indians against the argument that they were sub-human — the story of the dispute is interestingly recounted by Anthony Pagden — the question turned on the interpretation of relevant passages of the *Politics*. Aristotle, according to L. W. B. Beck, was still dominant in the teaching of philosophy in France long after the death of Descartes. One function of universities was to perpetuate the empire of Aristotle over the European mind.

John M. Fletcher's comparative study of English and German universities in the sixteenth century is in a sense another statement of the theme that universities led to themselves stuck to old ways of teaching and thinking. Oxford and Cambridge were large, independent and monopolistic, and they trained theologians. Thomas Cromwell failed to produce a Tudor Revolution here. At the end of the century "two systems seem to have existed", the official curriculum and more humanistic teaching to meet popular demand. German universities on the other hand, which were smaller, more numerous and competitive, were disrupted by the Reformation and more responsive to pressures from the secular princes who paid for them and more receptive to modern trends in scholarship.

Modern defenders of universities sometimes argue that they are necessary to society as powerhouses of original thought. It is easy to think of intellectually creative societies in which universities have contributed little to originality of thought: Renaissance Italy for example — *pace* Peter Denley who puts it a plea for the University of Florence in the course of an interesting review article — or Romantic England. The universities are essential for teaching and research but intellectual creativity is another matter, unless things have changed since the sixteenth century.

George Holmes

George Holmes is a fellow of Catherine's College, Oxford.

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BOOKS

EDUCATION

A quiet revolution

Moral Philosophy at Seventeenth-Century Harvard: a discipline in transition
by Norman Fiering
University of North Carolina Press, £18.00
ISBN 0 8078 1459 8

Norman Fiering, who is publications editor of the *Institute of Early American History* at Williamsburg, Virginia, here traces the history of the teaching of moral philosophy at Harvard in the seventeenth and early eighteenth century.

His most important material consists of surviving seventeenth-century Harvard student notebooks, like that which John Holyoke kept in 1662-63, and commencement thesis subjects, from which much can be learned about what was actually taught and about changing student attitudes. He also discusses at length the principal textbooks which were used, from the early dependence on Dutch Protestant ethical authorities like Franco Burgardus (1590-1635) and Adrian Heereboord (1613-61), both of Leyden University, down to the Cambridge Platonist, Henry More. The adoption of More's ethical treatise, *Enchiridion Ethicum* (1667), in the last decade of the seventeenth century signified the final abandonment at Harvard of the scholastic commentary on Aristotle's *Nicomachean Ethics* as the usual way of introducing the study of moral philosophy.

Henry More may seem an unexpected choice in a college with such strong Puritan traditions, but it is one of Fiering's chief points that one should not, as far as New England is concerned, entirely accept the picture (to which famous scholars like Cassirer, Samuel Eliot Morison and Perry Miller all contributed), of a sharp antagonism between Puritanism and Cambridge Platonism. "More's moral psychology was in the Augustinian voluntarist tradition and emphasized divine control of the will by the power of grace as the key to virtue". Puritans like Thomas Shepard of Massachusetts were equally convinced in the 1630s that only divine grace acting on the will could move men to virtuous action.

Fiering brings out the essential continuity of Harvard moral philosophy down to the 1730s, its anxiety to maintain a close relationship between ethics and Christian theology, by putting it side by side with the development over the same period of what he calls "the new moral philosophy", a much more autonomous approach to ethics which attached no unique authority to either Aristotle or to the Bible. "The new question in moral philosophy was: what can be observed about the world of men and about human nature independently of inherited assumptions about God and the theological image of man?" This new approach shifted the ethical centre from God to man, a new theory of the passions which man did not so much need directed by grace in order to be good, as which God had given him. Shaftesbury, to whom Fiering gives special attention, asserted not only that men had a moral sense analogous to the power of aesthetic appreciation, but also that they were imbued with a natural tendency towards virtue. As Fiering says, "to the extent that psychological concepts can alter human behaviour by deciding people's ideas about what is natural for them, a quiet revolution was taking place."

Harvard had never been so purely a theological college, however, that it was in serious danger of losing touch with the Enlightenment in any way that Catholic seminaries did in the eighteenth century. All the same, Fiering's study leaves a Harvard looking rather remote from the early part of the book deals with curriculum development in

note. Why does he think that we should interest ourselves in it, apart from its undoubted historical fascination, which he conveys with considerable skill? His answer starts from the claim that the seventeenth and eighteenth-century new moral philosophy failed to establish any sure ground for moral judgments, and that later efforts have been no more successful. There is therefore some point in returning to the "Harvard experience" — as one might call it — because this was the time "when ethics emancipated itself from its theological moorings and from the dominance of Classicism". A clearer understanding of what happened then might help us now.

J. S. H. Kent

J. S. H. Kent is professor of theology at the University of Bristol.

Learning by numbers

Curriculum Developments in Mathematics
by A. G. Howson, Christine Kietel, and Jeremy Kilpatrick
Cambridge University Press, £19.50
ISBN 0 521 23767 X

Concepts of Modern Mathematics, second edition
by Ian Stewart
Penguin, £3.50
ISBN 0 1402 1849 1

Mathematics in School and Employment: a study of liaison activities
by David Bird and Michael Hiscok
Methuen Educational, £5.40
ISBN 0 423 50830 X

Changes in the mathematics curriculum in schools during the period 1955 to 1975 were dramatic and often full of optimism that solutions were at last being found to the problems which had dogged the subject for years. Many types of new curricula were introduced and generally classed under the title "modern mathematics". The inevitable disappointment did not produce the expected goods led in its turn to the so-called "back-to-basics" movement.

Furries of political activity have surrounded this recent history of mathematics curriculum reform and can be witnessed in many countries by the setting up of committees of inquiry, exercises to monitor performance, prime ministerial dictats, and so on. What is clearest about this sequence of events is that much of the comment on and apparent evaluation of what has occurred has been at a very low level and is based on a lack of understanding of the complexities of the issues involved. It is therefore a matter of some rejoicing that a book should appear which presents in a scholarly and comprehensive way an analysis of the events that have occurred and which manages to place them in a useful historical framework by drawing upon a wide range of educational literature from several countries.

The three authors of *Curriculum Developments in Mathematics* come, respectively, from England, West Germany and the United States. Although the combination has produced a most readable book, the style owes a lot, I feel, to Geoffrey Howson, exhibiting to some extent the approach of a previous collaborative effort with H. B. Griffiths (*Mathematics: society and curriculum*, Cambridge University Press) in including a very large number of discussion questions for the reader. It would be optimistic to say that the book would be of use to all practising teachers of mathematics because it is unlikely to reach many of them. It will be invaluable, however, for undergraduate, higher degree and diploma courses in mathematical education and curriculum theory and also as a resource for some of the work in pre-service teacher education. The discussion questions will be particularly useful to students.

The early part of the book deals with curriculum development in

general, always referring to examples from mathematics education. It is an excellent review and provides a framework for what is to follow. One criticism, perhaps inevitable, is that the very brevity of such a review leaves a lot unsaid. Many issues, raised in the student exercises, are, in themselves, highly complex. "Who exercises control of the mathematics curriculum in the schools of your country?", for example, would need a lot of research and subtle treatment by someone in England and is, by no means, an easy exercise for the reader.

There follows a similar review of the practices and management of curriculum change, the forces that shape curricula and the role of the teacher. Although references are made to many different countries, the review deals mainly with developments in England, Germany and the United States. Even though this is to be expected, it is a little disappointing.

Although most of the book is concerned with a detailed analysis of mathematics curriculum development, the more general context is kept in mind. A most useful categorization of curricula is explored in great detail with excellent case studies to illustrate the points made. The approaches identified are those stemming from a behaviourist viewpoint, a concentration on new mathematics content, the cognitive structuralist approach, the formative approach and the integrated teaching approach. Each is defined with care and key references are quoted to establish the meaning of each form of curriculum development. Major projects in the United States and England are then discussed with reference to this framework which also provides key ideas for an exploration of evaluation techniques. The book ends with a look to the future which, though excellent in many ways, does not exhibit the same degree of penetration as the earlier part.

The book provides an excellent introduction to curriculum theory as applied to mathematics education, based on extensive and well documented research.

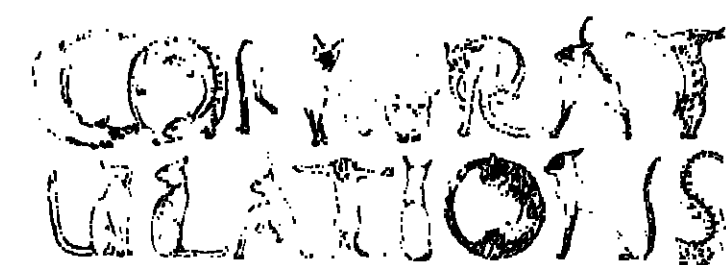
The second edition of *Concepts of Modern Mathematics* is, in fact, the first edition plus an appendix designed to up-date the original text. At first sight this may appear to be the easiest way of producing a second edition but, in this case, the approach is well justified. Dealing with the four-colour theorem, prime-producing polynomials and strange attractors, the appendix is concerned with developments in these areas that have taken place since the first edition appeared and either extends or, in some instances, corrects material in that edition.

Like the rest of the book the appendix is extremely well written, the author clearly being able to demonstrate how rapidly the subject of mathematics has developed even in the short period since the publication of the first edition. Popularizing mathematics has never been easy and has few good exponents. Ian Stewart is one of them and this book will continue to provide an excellent broad understanding of the mathematician's art for the not-too-lay layman.

Mathematics in School and Employment: a study of liaison activities is an account of the work of a project set up by the Schools Council Mathematics Committee to investigate past and current liaison activities between teachers and employers. Various aspects of such activities are explored including types of cooperative structures used, the use of surveys, the construction of new syllabuses, examinations and teaching materials, testing, certification, visits and work experience.

The report ends with a very helpful summary of its conclusions and recommendations, some of which have a rather expensive feel about them and tend to be rather unhelpfully equivocal. The suggestion, for instance, that visits to industries and other liaison activities should be supported by full-time coordinators seems rather unrealistic at the present time.

The material presented is drawn from a detailed investigation by two research fellows of a number of liaison activities. A fair degree of anonymity has rightly been preserved, but the report does not in-



"Congratulations" spelled out by cats by calligrapher Marie Angel. It is taken from Dorothy Mahoney's *The Craft of Calligraphy* Petham Books, £4.95).

clude a detailed bibliography and this is a weakness. The importance of disseminating information to a wide audience is emphasized at several points in the report and yet the authors do not record in any complete way the obviously extensive resource material they have consulted.

The main aim of the publication is to provide teachers and employers with advice about how best to cooperate in developments in mathematical education. There is much useful advice based on a careful analysis of a range of liaison activities, not all of which were considered to be successful. The analyses cover a wide range of subjects, including structure and leadership of project teams, and many suggestions are made of why particular projects have borne fruit while others have not.

G. T. Wain

G. T. Wain is senior lecturer in mathematical education in the Centre for Studies in Science Education, University of Leeds.

Helping dyslexia

Children with Specific Learning Difficulties: a critical review of research
by Paula Tansley and John Pankhurst
NFER-Nelson, £9.75
ISBN 0 85633 216 X

Reading Retardation and Multi-Sensory Teaching
by Charles Hulme
Routledge & Kegan Paul, £12.50
ISBN 0 7100 0761 2

To those of us who have been pressing the authorities to take the problem of dyslexia seriously these two books are particularly welcome.

Children with Specific Learning Difficulties, a report commissioned by the Department of Education and Science, is primarily concerned with children whose performance at reading and spelling is discrepant with their intelligence level. It surveys the terminology and discusses some of the relevant evidence on possible causal factors, on incidence, and on remedial techniques. To sift the wheat from the chaff among the numerous writings in this area could

not have been easy, and the end-product seems to me to display a commendable integrity.

My most serious criticism is that the authors seem to have been over-cautious in indicating the extent to which help is possible. The plain truth is that children with specific learning difficulties ("dyslexic" children) can show spectacular improvements in reading, spelling, and other language skills provided that they receive the right kind of specialist training. It is therefore crucial that I.e.s.s. should ensure that all their psychologists know how to identify children having this specific "educational need" (to use the felicitous and constructive phrase which occurs in the Warnock Report) and that suitable teachers should acquire the necessary specialist skills for teaching them.

Many I.e.s.s. are undoubtedly trying to deal with the problem in an informed way; but much more needs to be done. If resources are properly used there are good grounds for believing that expenditure need not be excessive.

Reading Retardation and Multi-Sensory Teaching is a technical book with few concessions to the layman. Hulme's central purpose is to find out by experiment how it is that manual tracing around the letters of the written word can sometimes be of help to those with reading and spelling difficulties. His 14 experiments, taken in conjunction with other evidence in this area, provide interesting support for the view that the typical dyslexic child displays a weakness in the handling of symbolic material, and that likely conclusion seems to be that tracing is sometimes an aid to verbalization among those who for constitutional reasons do not verbalize easily.

A possible weakness is that the book is not up-to-date as regards current practice in the field; in particular, no mention is made either of the Kathleen Hickey Manual or of the Edith Norrie Letter Case, both of which involve procedures which are highly relevant to the author's central thesis. He has certainly shown, however, that the methods of experimental psychology, if suitably deployed, can contribute in an exciting way to educational practice and to the study of dyslexia in particular. This is an area in which research should certainly be encouraged.

T. R. Miles

T. R. Miles is professor of psychology at University College of North Wales, Bangor.

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Don's diary

Sunday

Back home from a magnificent fortnight in Greece. The grass has grown, and the son who has visibly fed the cat, ducks and tomatoes, somehow never managed to get the garbage to the end of the lane for collection. A melon has developed in the greenhouse, small fry after the rolling acres and brimming barrows of kosh, but our first one and precious. A morning glory is about to flower outdoors, another beautiful echo of Greece. My wife Bridget's second cousin is staying en route for home, and her husband explains many of the mysteries of Greece, like why the girls disappear at puberty. He can't really explain why the happy children turn into sad adults, and infuriatingly defends the Common Agricultural Policy as if he believed in it.

Monday

Back to the office. After a superb holiday, the contrast is vile. Edinburgh is cloudy and cold, and I begin to question my lifelong belief that I could work only in a cool climate. Enjoying seeing friends again at coffee, and boring them with tedious tales. The blazing sun, cool breeze, clean sea, cheap simple food and gentle welcoming people made it our best holiday ever.

Most talk at work is miserable, in the hiatus between the notice of 35 per cent cuts for our faculty, and any coherent and clear-cut response. I can't help wondering whether the main effect of the UGC messages isn't self-fulfilling. Send death-notices to people, and even if they do not immediately jump, they at least "sense" much worse to come. A pile of routine administration has crept into my in-tray, and I shuffle it off. A solitary student has read, and I mark his paper, and rush it off to the External. I take some reading home, but spend the evening toiling over coordinate geometry with an anxious daughter. Her problems seem to me to be hopeful ones, because she refuses to apply rules blindly until she can grasp the rationale for them.

Tuesday

Up early, to take my other daughter to the 10 am bus, in response to my wife's campaign for 30/50 dealings. I heartily agree in principle, but some of the details of practice are inevitably painful. Drop a son on the hitch-hiking boundary of the city, bound for Paris and Italy, after hard summer's work on the animal experience side of his vet course.

I spend the whole day sending out notices of a shiftwork workshop next summer, trying to personalize them sufficiently to encourage my many friends in the field to come to Edinburgh in July. It's an area where a mass of research activity has built up over the last decade, but hundreds of practical problems remain unsolved, and the international symposia have proved essential for bringing together the many disciplines, national practices, and varied ideological viewpoints. But few young Europeans can afford to travel to Cairo for a half day this year, or to Tokyo for a week next year. The work of setting up a small conference in front of the International Association of Applied Psychology Congress seems to offer a reasonable prospect of being worthwhile.

Wednesday

A day at home - a luxury of the academic life, and a very effective way of working undisturbed. I sort out the agenda for the quarterly meeting of the committee of the professional division of occupational psychologists, for which I am honorary secretary. One thing coming up is an MSC consultative document on

industrial training, and I am very impressed by the detailed and logical arguments marshalled for delaying and diverting the crude blunderbuss attack on state-subsidized training. It seems ironic that this part of the civil service should put up an impressive case, challenging its political masters in terms of their own stated objectives, while the UGC seems set on implementing the mainstream of policy, diverting it slightly round a few sacred cows. Perhaps it is a matter of the quality and quantity of detailed staff support that make the difference: academics always seem ready to sacrifice efficient administrators in favour of a mixed bag of untouchable academic freedoms and whims.

Thursday

Up at six, to drive into a beautiful misty sunrise, and start a day trip to the east midlands. A group there wants to talk over possible collaborative research with me. As the fare has to come from my small share of conference attendance money, I decide to go on a rail day return, at a third of the cost of a standby flight. I also relish the prospect of another day's undisturbed work on the train.

The research discussions go well; there is clearly a gap that would make me useful. There are some overtones of the DIY Peter Principle: we all want to work in areas just beyond our competence. So the economists want to do psychology, and the psychologists to do physiology or psychiatry. But the challenge of real problems helps to keep our tip-toes on the ground.

Finish reviewing an article, a research proposal, and a research report on the journey back, and get home at midnight, ending an 18-hour working day with morose thoughts about the intractability of British patterns of crazy overtime.

Friday

Pop in to daughter's school for a constructive discussion about coordinate geometry, which seems to clear the air. Two students to supervise this morning. One has conscientiously replicated a study of motivation on building sites, and come up with some diametrically opposed conclusions to the previous work, which distresses him. After an hour of patient recapitulation, he leaves with much more confidence in his own careful work, and perhaps a little less respect for a published scale of self-esteem, which after all is little more than a collection of questions that once worked on another sample somewhere else.

The second student is just starting a study of job-sharing, and beginning to dissect the limited realities from the optimistic steam that rises from the burgeoning literature. Again I feel that I may have helped with some gentle questions, but also feel suitably rebuked about my obsessive concern for spelling. There is a kind of levelling about any research task when each brings skills and weaknesses to share in grappling with a real-world problem, that makes mutual criticism quite tolerable.

Two great friends come to supper, and as always drive me to think more deeply about politics and society. My best new thought is to combine the concept of job-sharing with my new love for Greece. Instead of contemplating early retirement, I should find a colleague willing to work every other year, and spend the intervening sabbaticals studying the siesta in Greece. Feel that so earth-shattering an idea must be spread somehow, and resolve to write a don's diary. Anyone want alternative years in Greece?

Zander Wedderburn

The author is senior lecturer in psychology at Heriot-Watt University.

Aneurin Bevan once described a remarkable interview between the leaders of the Triple Alliance and Lloyd George in 1919, as recounted to him by the miners' leader Robert Smilie. The leaders represented the most formidable combination of industrial workers in the history of Great Britain - the miners, the transport workers and the railwaymen. Having agreed on their demands they knew the Government would be bound to be involved at an early stage, since much of industry was still under wartime control and the power of the State was thus immediately implicated, Bevan wrote:

"Lloyd George sent for the labour leaders, and they went, so Robert told me. I vividly determined they would not be talked over by the seductive and eloquent Welshman. At this point Lloyd George, in a very strong voice, said: 'He was quite frank with us from the outset. He went on, 'He said to us: 'Gentlemen, you have fashioned, in the Triple Alliance of the unions, a body which is the most powerful instrument I feel bound to tell you that in our opinion we are at your mercy. The army is disaffected and cannot be relied upon. Trouble has come already in a number of camps. We have just emerged from a great war and people are eager for the reward of their sacrifices, and we are in no position to satisfy them. In these circumstances, if you carry out your threat and strike, then you will defeat us. But if you do so, went on Mr. Lloyd George, 'but you weighed the consequences? The strike will be in defiance of the Government of the country and by its very success will precipitate a constitutional crisis of the first importance. For, if a force arises in the state which is stronger than the state itself, then it must be ready to take on the functions of the state, or withdraw and accept the authority of the state. Gentlemen, asked the prime minister quietly, 'have you considered, and if you have, are you ready?' From that moment on, said Robert Smilie, 'we were beaten and we knew we were.'"

It is a good story with illuminates, by contrast, the history of this last year in Poland. Messrs. Giersek and Kania or their representatives could never have spoken thus, and with such effects, to the leaders of Solidarity. Lloyd George spoke from a secure sense of legitimacy, shared by his interlocutors, which a Polish party functionary could never assume. On the other hand, it is doubtful that Solidarity's leaders are either ready or capable of taking on the functions of the state - but not are they likely to withdraw and accept its authority. A strange situation indeed - the most powerful mass workers' movement in history facing the weakest state in the Soviet Empire.

But Bevan's story is also rich in implications and in further questions. That it raises. The implication Bevan drew was that "the authority of Par-

Building a Parliamentary tradition



Steven Lukes

liament is part of the social and political climate of Britain": the "opportunity for power is not enough if the will to seize it is absent, and that will is attendant upon the traditional attitude of the people toward the political institutions which form part of their historical heritage". Indeed, he tells it in his chapter on "The Role of Parliament - Active or Passive?" in his book *In Place of Fear*, where he recorded his view that, after the General Strike of 1962, the task had been "to regain in Parliament what we had lost on the industrial battlefield". To the socialist, he wrote, "Parliamentary power is to be used progressively until the main streams of economic activity are brought under public direction".

This view of Bevan's was, and remains, central to the British Labour tradition - including, so far as I can see, Tony Benn's version (though you would not think so, after some of the poisonous demonology of the last months). Underlying all the differences about which streams of economic activity should be brought under what kind of public direction, and about what other forms of democratic organization are required, Bevan's view captures the essential strategy of British socialism.

But is it a strategy that makes sense in the 1980s and beyond? Parliament suited to the role of building socialism, in a world of growing economic and administrative complexity, international dependencies, multinational corporations, organized interests and corporatist institutions? In a world, can Parliament fulfil its traditional roles of aggregating the interests of the nation, dramatizing them in public debate, and checking the exercise of economic and administrative power - let alone initiating economic policy, while at the macro or micro level there, on the other hand, any direct alternative?

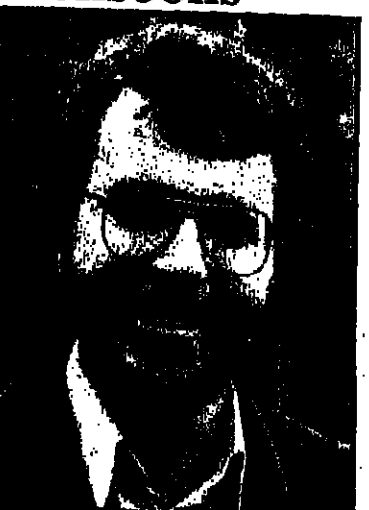
And further questions suggest themselves. Can the Parliamentary tradition of which Bevan spoke be created, under modern conditions, re-created in a society where it has been suppressed for generations? Is this possible, in particular in the face of powerful anti-parliamentary and anti-statist notions and forces? In such a situation, should Parliament be at the core of the socialist creed?

Such questions struck me lately at a conference I recently attended in Madrid, held under the aegis of the Spanish Socialist Party about "Parliament and Democracy in the 1980s". Despite their differences, the Spanish participants were about their answers. They believed us foreigners with general interest. But the Spanish focused more on Parliament, and not merely as an instrument of change, but as a tool to the socialist project. Now was more eloquent on this point than a member of the Central Committee of the Spanish Communist Party who waxed lyrical about what he called the "stable instability" of parliamentary democracy with shifting majorities.

Parliamentarism is still present in Spain, though there is a chance that the well-organized Socialists will gain power at the next election. But are there not less and movements in Spanish which are as yet not essentially parliamentary democracy? The Spanish Socialists are not content that they can abolish and control such sentiments and movements. But for now, as one conference participant remarked, the question is: "What is the role of parliament in building socialism?" But what is the role of socialism in building Parliament?

Science today

Making the most of monsoons



Robin McKie

Earth's climate produces myriad environments: from deserts to savannas, to tropical rain forests in regions of high rainfall, to the cold, dry, air and land conditions. Yet most of these regions remain relatively stable and fixed within slight annual fluctuations in weather conditions.

But it would be misleading to forget that, throughout the ages, seemingly fixed environments have altered radically and occasionally quite rapidly. Oceans have simply dried up while deserts have flourished into dripping, humid jungles. For in-

stance, the rolling downs of South East England get their features from the chalk deposits laid down by the shallow sea that used to cover the area.

Just why our world climate should go through major transition periods is largely conjecture, although it is of obvious, crucial importance to be able to understand the detailed behaviour of the planet's weather systems and predict long-term damaging developments such as new ice ages.

Now a crucial piece of research has been carried out by one American scientist which links both long-term climatic effects with short-term weather developments. It suggests that the changes in the earth's orbit which are believed to cause recurring ice ages also affect the intensity of monsoons that bring life-giving rains to large portions of the world.

Professor John Kutzbach, professor of meteorology at the University of Wisconsin, has reported that his research shows that the intensity of monsoons in past geological ages may be related to changes in solar radiation received by the earth. This, in turn, depends on changes in the earth's path around the sun and the position of the planet's axis. Both these factors are thought to cause ice ages when large parts of the earth are intermittently covered by glaciers.

In a report to the US National Science Foundation which funded his research, and which is soon to be published in their scientific journal, *Science*, Dr Kutzbach claims his findings support the belief that the intensity of monsoons are affected by variations in the solar heating of the earth and its atmosphere.

Monsoons, which vary in time and intensity from year to year, bring vital rains to vast regions of Asia and Africa. They are the basis for much of the rich agriculture of these re-

gions and are a major factor in the feeding of hundreds of millions of people who inhabit the areas. Without monsoons, devastating droughts can be produced.

Dr Kutzbach used a computer model of the atmosphere to simulate the climate of 9000 years ago when evidence indicates monsoons were more intense than they are today. At that time, the earth also received more solar radiation in summer and less in winter than at present. The earth was closer to the sun in January at present; 9000 years ago the earth's approach was in July.

Nine thousand years ago, the oceans acted like a large heat reservoir, according to Dr Kutzbach. They smoothed out the solar radiation extremes while, in contrast, the huge land masses became warmer in summer than today.

This information, according to Dr Kutzbach's model, means that Africa and India then were much warmer than they are today - results which agree with geological evidence gleaned from studies of lake levels.

"Basically our findings show that greater heating of the land masses and overlying atmosphere produced a warmer land-ocean temperature contrast which in turn generated a stronger monsoon," states Dr Kutzbach. "This stronger monsoon circulation brings more moisture from the oceans to the land masses and results in heavier monsoon rains."

Dr Kutzbach added that if these results could be substantiated, they would be of great value in the further development of climate models. And an improved model might bring us one day a step closer to climate prediction.

LETTERS TO THE EDITOR

Funding research at polytechnics

Sir, - Paul Flather's article on polytechnic research funding (*THES*, September 25) underlines the importance of research in polytechnics. The level of research (broadly defined to include consultancy, development work etc) does have a bearing on the calibre of staff recruited and on their continuing effectiveness; research does enable staff expertise and instrument capacity to be fully utilized; research does facilitate the development and maintenance of links between polytechnics and the community and may produce results which directly or indirectly benefit the community; research activities do frequently generate final year projects. These points are all valid and together they constitute the case which is generally made to justify research activity in polytechnics, which are primarily teaching institutions. However, it is often overlooked that research is also important because of its role in establishing the ethos of inquiry and learning so essential for honours level degree studies.

One suggestion, made against the backdrop of financial cuts, is that research could be confined to a limited number of centres and that not all institutions or departments should expect or be expected to undertake research. It has also been suggested that research teaching should be restricted to designated departments, but since many types of research are dependent upon the involvement of research students, this might amount to the same thing. A third proposal is that only contract-funded research should be under-

taken. What these suggestions disregard is the functional interdependence of research and good honours teaching.

It is arguable that a research background is not essential for the earlier degree courses and for sub-degree system in which some institutions did not undertake either honours level teaching or research could be envisaged. However, the transition to such a system would not be a simple matter and it would have fundamental implications for staff motivation, career expectations and academic standards. Thus, although the Sims' Group may come up with a new formula for judging the importance of research as a backup to honours degree courses, no one should be deluded into thinking that research can be relegated in importance without profound consequences.

Finally, I would like to correct the research expenditure figures for this polytechnic. While Preston, like other polytechnics, has "always had to fight for research on the margin of things", the picture is not as bleak as the PFOG report suggests. The correct figure for external funding for 1979-80 was in excess of £130,000, excluding various types of consultancy work, particularly in the management studies area. Difficulties in collating information from various expenditure headings account for the anomaly. In our case, the PFOG figure excludes grants to research students, workers funded directly by industry, industrial purchases of equipment/consumables etc. This is

an area in which further financial analysis is certainly necessary although given the staffing shortages in polytechnics, it would be unreasonable to expect it to receive a high priority. Yours sincerely, H. D. LAW, Director, Preston Polytechnic.

Sir, - Your article "Polytechnic Research Funding" includes a table in which the Polytechnic of Wales is bottom by a very substantial margin, viz. a mere £7,800 of external funding for 1979/80.

The calculation of research funding may be done in many ways, but the following figures give a more accurate representation:

The latest report of the Science and Engineering Research Council lists the Polytechnic of Wales as the recipient of SERC grants at March 31, 1980, valued at £21,000. This puts us well up in the top half of their particular league.

The SERC is one of 19 bodies which fund research at the Polytechnic of Wales. Our latest research reports list the value of grants since January 1978 as £638,210. Additionally a number of studentships have been funded from external sources. Details of this funding and the work it supports is available in the Polytechnic of Wales Research Report 1979-81 on request to the assistant academic registrar.

Yours faithfully, J. D. DAVIES, Director, Polytechnic of Wales.

SERC initiative

Sir, - I was pleased to see the prominence given to the new SERC initiative on molecular electronics (*THES*, September 11). However, the report is ambiguous in part and therefore I should like to clarify the situation for the benefit of those scientists wishing to engage in research in this important field.

Professor Sir Geoffrey Allen established the Molecular Electronics Discussion Group last autumn. One of its objectives is to establish a small number of working groups to field in order to promote collaborative research on selected topics. Robin McKie's article highlighted only the first of these which is concerned with the exploitation of Langmuir-Blodgett thin film technology. It is anticipated that other subject areas will be identified when an assessment has been made of replies to a questionnaire circulated to all relevant industrial and academic departments.

The most exciting feature of the Langmuir Blodgett initiative is that it will encourage the formation of multi-disciplinary teams in academic and industry. Physicists and electronic engineers have already identified many potential applications of molecular films. It is imperative that more synthetic chemists and biologists become involved if these ideas are to be realized. Yours faithfully, PROFESSOR G. G. ROBERTS, University of Durham.

Africa's gratitude

Sir, - It is popular to "knock" the West's contributions to the development of Africa and other parts of the world. The statement in the article "Africa seeks to end medical drain" (*THES*, October 2) that "those peasant populations have got little benefit from Western medicine" is thoughtless and untrue.

From the example of one country I know - Uganda - since the advent of "Western medicine", sleeping sickness has been eradicated, as has the highly disfiguring yaws. Leprosy has been brought well under control and malaria is no longer the scourge it used to be. I am not a doctor and I should have thought the "peasant populations" of Uganda at least would be grateful for the above.

Yours faithfully, A. C. BADENOCH, 1 Moorcroft Road, Birmingham.

The point about Islam

Sir, - Dr Maceoin's comment ("Islam's real distinction" *THES*, September 25) misses much of the point in Prabhu Gupta's article, "Islam's new mind in the making" (*THES*, September 18). By stating that the difference between Islamic and Western secularist thought resides in the contrast of "an ideologically premised, a priori approach to scholarship" with a "non-ideological, methodologically rigorous approach", Dr Maceoin repeats a common error. He assumes scientific methodology has no *a priori* assumptions. Over the last 50 years, a variety of scientists working on the edge of human knowledge have bumped up against the limits of the metaphysical assumptions made 300 years ago, which they had forgotten, but which still underlie their science. In subatomic physics and astrophysics, for example, the questions of the nature and origin of matter have become too obtrusive to be any longer ignored.

Part of his self-deception relies on the use of the emotive word "ideology". "Good" Western science is value-free and so "non-ideological"; "bad" Islamic (or Christian) fundamentalism has a commitment to values as everyone in the discipline shares your assumptions, you can pretend you do not have any. It is the refusal of a militant Islam to accept naturalist premises uncritically which should force the Western secular mind to recognize its own metaphysical undergirding. For as Prabhu Gupta pointed out in his article, "knowledge is built upon certain *a priori* and unprovable assumptions and, while the 'facts' of knowledge are, relatively depends upon the assumptions that are brought to bear on them".

The need to recognize the metaphysical roots of science is quite a separate issue from political control over the pursuit of science. I quite agree with Dr Maceoin's statement on Soviet (or other) intellectual life "when ideological criteria determine the direction and even conclusions of research".

But that call for freedom in inquiry should not be used to stop discussion of science's own *a priori* basis.

Yours truly, DR PETER A. RUSSELL, University of Birmingham.

Rationalized courses

Sir, - The Conservative Manifesto of 1979 stated "The Labour Party is still obsessed with the structure of the schools system, paying too little regard to the quality of education". Now we have the Conservative government obsessed with the structure of higher education, paying too little regard to the quality provided.

The Green Paper states that the central body would rationalize the system. Presumably a rationalization would occur similar to that which the universities have had - concentrating courses into fewer institutions. At present some students travel considerable distances to attend college and a rationalized system would presumably increase the time and energy used in travelling. My idea of a rationalized system, to serve industry and commerce, would be for every town and city in the UK.

The Open University has shown the way towards achieving this ideal. I believe we should build on the OU system - colleges and polytechnics should offer OU type units to their students. A national body should be set up to coordinate the production of these units; i.e.s would still be responsible for the management of the colleges. Colleges would be funded from three sources: fees received from students, a contribution from the I.e.s, and a contribution from central government. The latter contribution would depend upon the number of units successfully completed by students at the college. Surely this would achieve the "educational excellence with cost-effectiveness" which the Government seeks?

Yours faithfully, DEREK ROBERTS, Trent Polytechnic, Nottingham.

Union view

Charlie Chaplin for minister

What hol A Cabinet reshuffle, a change of firing squad. No longer death by a thousand cuts but rather a rapid end via a monetarist gutter, offering an after-life in the private sector. At least Carlisle and Boyson knew a little about education but what exactly are Sir Keith's qualifications?

Apparently he once went to school; he also turned up at Oxford Polytechnic last year (the university was closed that day) and was surprised to find that the students there were using joined-up writing. Still, having imposed monetarism with such great effect upon the collapsing economy, it is only right and proper that he should be allowed to do the same job on the education sector. After all, it doesn't matter if a few dithering academics and a couple of spotty students are scrunched underfoot. Whoever heard of NUS, or anyhow else for that matter, forcing a Government U-turn?

A question which really does bother me is this. Who is William Shelton? I am reliably informed that he doesn't keep salamanders, doesn't want political status for vice chancellors and isn't planning to stand for the deputy leadership of the Labour Party. So how can he possibly hope to hit the headlines? Perhaps he could demand compulsory repatriation for sociology lecturers, collect moribund professors from redundant professors or arrange a demolition ceremony at Salford University.



I also understand the new further and higher education supremo is the proud owner of three homes. I wonder if he would be willing to donate a couple as youth unemployment is creating serious over-crowding in many technical colleges.

William "wet" Waldegrave seems to be the sugar-coating on this bitter pill. Will he manage to flood the DES and float us through Maggie's reign of terror? I doubt it. More likely the chief guru will be issued with a big mop and Waldegrave will be dried out to DES standards.

NUS is, quite frankly, not satisfied with this state of affairs and is proposing its own cabinet reshuffle. Secretary of State should be Charlie Chaplin - I know he's dead, but that shouldn't make any appreciable difference. Ms Jemima Spratt of Leeds should get further education; nobody has ever heard of her, I realise, but she will thereby be following in a fine tradition.

I think Adam Ant has the necessary street credibility for dealing with "youth" (the 16 - 19 year-old sector) and who better than that well-known intellectual Benny Hill to take charge of the arts.

The logic behind such appointments seems precisely that which governed the choice made by our current leader, and should finish the process of dismantling our education system completely. If all this sounds rather like despair, then that's because it's just about the only feeling a sane person adopts these days.

Sarah Veale

The author is an executive member of the National Union of Students.

Sir, - The *THES* (September 25) a table of closures and contractions of departments within universities indicated that the study of education at Brunel University is to cease. I am glad to be able to say that this is incorrect and although there may be a degree of contraction (and even this is not certain) the department will continue to exist, and I hope to flourish. Yours faithfully, ROY SCHOFIELD, Department of Education, Brunel University.